

# Learning and Skills Council



## Local Strategic Plan 2002-2005

Hertfordshire



Learning + Skills Council  
Hertfordshire

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# > Chairman's Foreword



The creation of the Learning and Skills Council combines the planning and funding of post-compulsory learning below higher education with the responsibility to match learning provision to the current and future needs of individuals, employers and the wider economy.

As a unitary organisation, set up under the Learning and Skills Act, it operates through a National Council and 47 local Councils, of which the local Learning and Skills Council for Hertfordshire is one. Each is responsible for delivering the Council's remit, as set out by the Secretary of State for Education and Skills, in its local area. This wide remit enables the Council to provide effective co-ordination and strategic planning at national and local levels. In addition, we will work with Government Office in the Eastern Region, the Regional Development Agency and the new Sector Skills Councils to incorporate the regional and sectoral dimensions in the planning and prioritisation of skills and learning.

In the new, knowledge-based economy learning and skills are recognised as the central issues in building competitive and successful economies. In Hertfordshire, the Council will provide a local emphasis by establishing targets that will address local needs contribute to meeting national targets and support the East of England Development Agency's (EEDA) mission to be one of the 20 most competitive regions in Europe by 2010. We believe Hertfordshire LSC can have most impact by delivering major increases in attainment at level 3 (A level, advanced GNVQ, NVQ level 3 or equivalent) for both young people and adults, and by developing closer collaborative working between schools, colleges, work-based learning providers and the community and voluntary sector. We are enthused by the recent Green Paper on 14-19 learning, "Extending Opportunities, Raising Standards", which we see as a real chance for the LSC to make a positive impact for a group

of learners where our analysis suggests we face some difficult challenges.

But the creation of a learning society has a wider dimension. The Secretary of State's foreword to "The Learning Age" White Paper states:

*"As well as securing our economic future, learning has a wider contribution. It helps make ours a civilised society, develops the spiritual side of our lives and promotes active citizenship. Learning enables people to play a full part in their community. It strengthens the family, the neighbourhood and consequently the nation. It helps us fulfil our potential and opens doors to a love of music, art and literature. That is why we value learning for its own sake as well as the equality of opportunity that it brings."*

The Learning and Skills Council intends to seize this opportunity. Many who serve the new organisation bring to it a passionate belief that learning changes lives. It will take time to achieve all that the Council aspires to. This strategic plan will shape and identify our local priorities for the next three years. We look forward to progressing this strategic plan with our partners, making a material difference to the skills and learning of those who live and work in Hertfordshire, and improving the competitiveness of Hertfordshire's businesses.

A handwritten signature in black ink, reading "Stelio Stefanou". The signature is fluid and cursive, with the first name "Stelio" and last name "Stefanou" clearly distinguishable.

**Stelio Stefanou**  
Chairman

# > 1. Our Remit

## 1.1. Mission and vision

**Our mission is to raise participation and attainment through high - quality education and training which puts learners first.**

**Our vision is that, by 2010, young people and adults in Hertfordshire will have knowledge and productive skills that are the best in the country.**

In addition, the Hertfordshire LSC Board has endorsed a vision of Hertfordshire as: **Britain's Brightest County.**

The reference to "Brightness" does more than reflect a desire for excellence in learning. It derives as well from the "Bright Green" strategy for Hertfordshire, which envisages the County as a knowledge-based economy in a sustainable environment.

This vision will be realised when Hertfordshire has the lowest proportion of people with no qualifications and the highest proportion with qualifications at levels 2, 3 and 4\* in the country. On the range of measures relating to qualifications held by the adult workforce, in 1998 Hertfordshire was England's 5th "Brightest County", behind

Surrey, Buckinghamshire, Cheshire and Avon.

\* Level 2 equals 5 GCSEs at grade C or above, intermediate GNVQ, NVQ level 2 or equivalent.  
Level 3 equals 2 "A" levels, advanced GNVQ, NVQ level 3 or equivalent.  
Level 4 equals a degree, a higher vocational qualification or NVQ level 4.

## 1.2. Key tasks

Our key tasks, as set out in the Secretary of State's remit letter of 9th November 2000, are:

- > To raise participation and achievement by young people
- > To increase demand for learning by adults, and to equalise opportunities through better access to learning
- > To improve skills for employability and national competitiveness
- > To raise the quality of education and training delivery
- > To improve effectiveness and efficiency.

## 1.3. Key priorities

The key priorities for 2002 - 2003, as set out in the LSC Grant Letter from the Secretary of State of 10th December 2001, are:

- > To make significant progress on raising standards across post-16 learning provision
- > To work towards a coherent 14-19 phase of education and learning

- > To take responsibility for tackling the legacy of poor basic skills
- > To develop and implement an innovative and responsive workforce development strategy
- > To develop appropriate progression routes into higher education, contributing to the Government's delivery target of 50% of young people aged 18-30 entering HE by 2010.

## 1.4. The local planning framework

**1.4.1.** In order to guide work on these key tasks, each Local Learning and Skills Council (LLSC) has been asked to develop a strategic plan running from April 2002 to March 2005. Each local plan will contribute towards national needs, but will also ensure that education and training provision fully meets local economic and social needs. Learning and Skills Council Hertfordshire has consulted with local agencies and stakeholders in the formation of this strategic plan. Wherever possible the plan indicates shared priorities, relating learning and skills to wider employment, regeneration and social policies.

**1.4.2.** LSC Strategic Plans must be seen in the context of a wider planning agenda at local and regional levels. In this context, key documents include:

- > The Regional Economic Strategy produced for the East of England by the East of England Development Agency (EEDA)
- > The Framework for Regional Economic and Skills Action (FRESA), which will be developed by EEDA with LSCs in the region as partners. The first FRESA document is expected by October 2002
- > Hertfordshire's economic development strategy for 2000-2005, "Prosperity in Hertfordshire", prepared for the Hertfordshire Prosperity Forum (HPF)
- > The LSC's annual business plan, as discussed under section 5.7.

## 1.5. Ambitions for the next decade

**1.5.1.** In its Regional Economic Strategy, EEDA sets out "a view of the East of England in 2010". In terms of skills and learning, it says: *"Through its schools, colleges, universities and vocational training organisations the East of England will lead the way - in matching the education and training available to the skills needed by individuals and employers. There will be a greater demand for education and training from people of all ages and more employers will contribute to creating a highly trained workforce."*

**1.5.2.** If the East of England is to lead the way, it is imperative that Hertfordshire is in the vanguard, and that it becomes "Britain's Brightest County" with genuinely world-class learning provision, attainment and opportunity. It will do this by:

**1. Meeting the needs of learners and potential learners** through a strong ethos of partnership and collaboration between institutions, providers, employers and communities, and **building a world-class learning infrastructure** based on a shared understanding of those needs, with the capacity to deliver to growing markets.

**2. Raising the aspirations and expectations of learners**, so that all those living and working in Hertfordshire engage in learning not only to maximise their economic potential, but also to participate actively as responsible citizens and members of their respective communities.

**3. Raising achievement at level 3 and above** across post-16 education and training in Hertfordshire so that they equal or exceed the best in England, and contribute fully to the national target of 50% of people under the age of 30 experiencing Higher Education by 2010.

**4. Transforming the skill base of underqualified and underachieving groups** to enable them to participate fully in the economy and society, by:

- > Halving the proportion of the working age population without a qualification at level 2 by 2010
- > Halving the proportion of those lacking basic skills by 2010
- > Closing the "equalities gap" in the learning attainment of some ethnic groups.

**5. Building training and human resource planning into wider business planning processes** so that Investors in People becomes the norm.

**6. Supporting a major expansion of workplace and community learning**, taking advantage of new opportunities created by technological developments and on-line learning, such as **learnirect**, to complement existing high-quality provision.

**7. Developing a highly competent and qualified teaching and training workforce** across all sectors and types of learning institution.

**8. Securing the resources and the collaboration of partners** for the step change that will be needed to turn these ambitions into reality.

## 1.6. The way we will work

This set of ten principles resulted from our initial meeting with stakeholders in Hertfordshire in March 2001. Stakeholders were asked what they saw as the key issues for the Hertfordshire LSC to address. Stakeholders want the LSC to:

**1. Place the learner at the centre** of everything we do, and **communicate and promote learning** clearly and accurately

**2. Work closely with local communities**, with local issues addressed through local actions

**3. Work in partnership** and plan coherently through collaborative approaches

**4. Involve and engage employers** in the learning and skills agenda

**5. Promote equal opportunities**, and seek to include marginalised groups and communities in learning activities. We aim to be **institutionally inclusive**

**6. Measure ourselves against the best**, and seek to make Hertfordshire **world-class**

**7. Base our actions on well structured research**

**8. Be creative** in developing solutions that meet diverse needs

**9. Promote and support the delivery of high-quality, impartial information and advice** for all

**10. Support the concepts of equity, simplicity, transparency and flexibility** in the **funding** of learning.

## 1.7. Towards cross-agency working

**1.7.1.** The LSC cannot deliver such major improvements alone. Everything we do, either nationally or locally, will need to be in partnership with a range of private and public agencies. Our aim in consulting and collaborating will be to increase participation, retention and achievement in learning through greater clarity, accountability and focus.

**1.7.2.** Co-ordinating and integrating local planning for skills across key Government funded agencies should not be a matter merely of consultation, but an active process of sharing priorities that other agencies can support.



These priorities are defined in terms of **local outputs**, and are set out in Chapter 4. The selected outputs reflect specific priorities for Hertfordshire in terms of skills, sectors, geography, ethnic or other population groups, and providers.

**1.7.3.** As Hertfordshire has a highly mobile population it is important to establish relationships that help us to work across boundaries. We work with the East of England Development Agency and other LSCs in the Eastern Region in a variety of settings, which have been encapsulated in a Memorandum of Understanding between the local LSCs and EEDA. In addition, we have established a regular dialogue with LSC colleagues in Essex, North London and East London that will help us share intelligence and develop provision that takes account of the learning needs of those who work and learn in neighbouring areas.

# > 2. Our Needs

## 2.1. National challenges

**2.1.1.** At a national level the Council's vision is that, by 2010, young people and adults in England will have knowledge and productive skills matching the best in the world. At a local level our vision is that, by 2010, **young people and adults in Hertfordshire will have knowledge and productive skills that are the best in the country.**

**2.1.2.** There has been a sharp improvement in recent years against the national "previous best". Both participation (meaning engagement in structured learning including school, college and Work-based Learning) and achievement of young people and adults in England are at historically high levels. Nationally:

- > 75% of 11 year olds achieved standards expected for the age in English
- > 72% of 11 year olds achieved standards expected for the age in mathematics
- > 50% of pupils achieved five or more A\*- C GCSE grades.

We can build on recent improvements in attainment in our schools at ages 11 and 16, and support further increases in post-16 staying-on rates.

**2.1.3.** Nevertheless, the available evidence suggests that learning and skills levels in the UK still lag behind those of key comparators such as the United States, Germany and Japan.

- > There has been little growth in the qualification levels of the existing (adult) workforce. In the UK, 54% of adults have a level 2 qualification, compared to 72% in France and 83% in Germany. 37% have a level 3 qualification, whilst in Germany the figure is 74%.
- > In 1998, 68% of 17 year olds in the UK were participating in full- or part-time education and training, compared to an 83% average figure in the European Union and 89% in the OECD countries.
- > The increase in qualifications gained by young people has favoured academic qualifications. Most of the increase in young people gaining vocational qualifications has been below level 3.

**2.1.4.** The National Skills Task Force, in its report "**Skills for All**", identified six major skill areas where the UK is deficient. These are:

- > **Basic skills**, where 1 in 5 adults (that is, people over the age of 16) have difficulties with literacy or numeracy or both
- > **Generic skills**, transferable skills essential for



employability, such as communication, team working and problem solving

- > **Mathematics skills**, where we have poor supply coupled with increasing demand for capability significantly above basic numeracy
- > **Intermediate level skills** at levels 3 and 4 in craft and associate professional occupations
- > **Specialist information and communication technology (ICT) skills** - those "e-skills" at the heart of the knowledge economy
- > **Major adult skill gaps** - around one-third of the workforce have no or low levels of qualifications.

**2.1.5.** There are a number of national challenges and opportunities that we share in Hertfordshire. These include:

- > **Globalisation** of markets - "the shrinking world", with increasingly mobile major businesses able to move quickly from country to country
- > The growth of **new technologies** - and the opportunities that creates for "e-learning"
- > Very few **"jobs for life"**
- > **Peripheral and unskilled** workers who are likely to become increasingly marginalized
- > **International comparisons** of basic and intermediate level skills that compare the UK unfavourably with major competitors
- > **Low or unrealistic employer expectations** of skills and qualifications held by recruits in comparison to employers abroad
- > **An ageing population**, with 45.6% in the UK and Hertfordshire currently aged over 40, and rising.

## 2.2. Ten Hertfordshire strengths

Whilst not applicable to every part of the County, Hertfordshire has a number of strengths on which to build. These include:

- 1. An entrepreneurial culture** with high levels of business start-up and survival, supported by a geographical position between major economic growth centres in London and Cambridge.
- 2. Prosperity** - limited levels of deprivation, with 15 wards ranked among the worst 3,000 in the country (8,414 wards in total), and the most deprived ward in the 2000 Index of Multiple Deprivation (Bedwell Plash in Stevenage) ranked 1,429th in the country.
- 3. A high-wage economy**, with the 5th highest wage levels in the country (behind London, Surrey, Berkshire and Buckinghamshire), high levels of economic activity (85%) and close to full employment (1.2% claimant unemployed as at January 2002).
- 4. Cultural diversity**, with around 6% of the population from ethnic minority backgrounds, many of whom place a high value on learning, and all with levels of participation in learning higher than the national average.
- 5.** The highest level of **participation** of 16 year olds in learning in England (95%), with the highest numbers staying on into school sixth forms (51% in maintained schools, and 12% in independent schools).
- 6.** The best levels of **pre-16 educational attainment** in the Eastern Region at both Key Stage 2 (age 11) and GCSE, with 59.9% of 15 year olds achieving five or more GCSE passes at grades A\*-C (DfES 2001 provisional); in England, two LSC areas (Surrey and Berkshire) achieve higher levels.
- 7. A well qualified workforce**, ranked 5th among English counties for the levels of qualification held.
- 8. Recognition by the workforce that their skills need improving.** 70% of those questioned in the 2000 Household Survey identified at least one skill area that would help them do their jobs better.
- 9.** A high proportion of **businesses in high value-added sectors**, including Research & Development, Pharmaceuticals, Information Technology, High-Tech Manufacturing, Business & Financial Services, and Film & Media related industries.
- 10.** A strong **ethos of partnership** across the main agencies in Hertfordshire, for example the FE/HE consortium involving all four Hertfordshire colleges and the University of Hertfordshire, and a joint determination to increase prosperity and skill levels. Appropriate partnerships have secured, and delivered, high-quality provision from a range of external funding sources.

## Level 2 achievement by 15 year olds in Hertfordshire and England, 2001

AREA	5+ GCSE A*-C (%)	5+ GCSE A*-G (%)	NO PASSES (%)	AVERAGE GCSE POINTS PER STUDENT	VOCATIONAL QUALIFICATION ACHIEVEMENT RATE (%)
Hertfordshire	59.9	91.2	4.2	43.7	73.5
Herts LEA	56.3	91.5	4.4	42.1	73.5
England	50.0	88.9	5.5	39.3	75.7
England Maintained Sector	47.9	89.6	5.1	38.5	75.6

## 2.3. Ten Hertfordshire challenges

**2.3.1.** In part because of these strengths, Hertfordshire has a number of needs and requirements to be addressed. Whether or not there is a "soft landing" for the economy, many of these challenges remain with us for two reasons. Firstly, we need to minimise personal and business disadvantages by ensuring that we have the skill base to compete in tighter markets. Secondly, we need to provide a strong platform for future growth.

**2.3.2.** Other challenges are shared, to a greater or lesser extent, by economies similar to ours in the "Western Crescent" around London, whilst some are unique. For some of these challenges, the Learning and Skills Council will be expected to take the lead responsibility. For others, the LSC can make a contribution to the efforts of others. For all the challenges to be met, there is a clear need to work in partnership with other agencies and providers, and for close cross-agency working and collaboration. Together, they provide a flavour of Hertfordshire, and pose questions about what sort of learning and skills provision we need to make for the County.

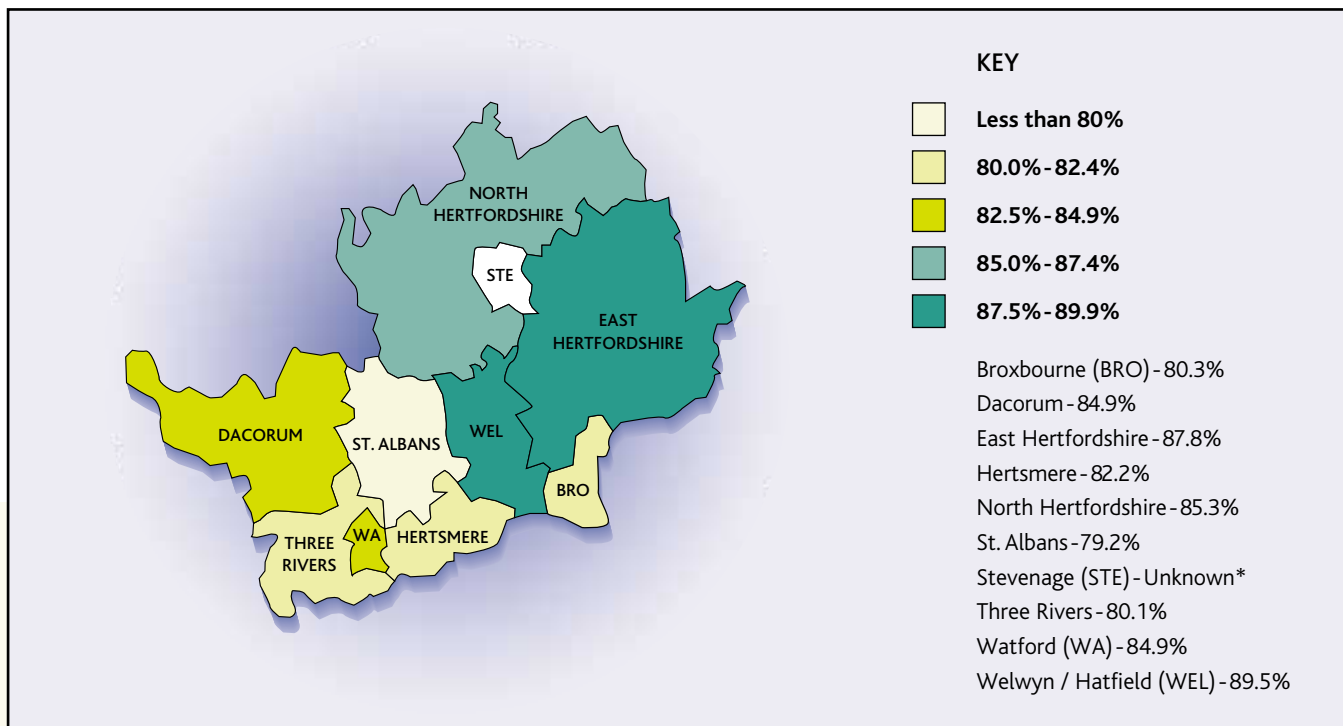
### 1. To create up to 100,000 new jobs

**1.1.** Over 100,000 new jobs may be created in the County by 2021, increasing jobs by 18% from the current number of 559,000 to around 660,000 (source - EEDA / BSL).

This is a maximum figure (not a target) derived from the East of England Development Agency's "high productivity, enhanced growth" scenario as set out in the Regional Economic Strategy GDP study, based on research currently underway jointly commissioned by EEDA and the Hertfordshire Prosperity Forum. Nearly three-quarters of these jobs are expected to be filled by Hertfordshire residents, and forecasters suggest at least 50,000 new jobs in the Hertfordshire economy by 2010.

**1.2.** The County is faced with two challenges here. Firstly, we need to ensure the availability of an adequate and appropriately skilled workforce, when 84% of the current adult population is already economically active. This would need to increase to in excess of 88% if high productivity and enhanced growth is to happen, and implies that those not currently active in the labour market (including many of the 100,000 with caring responsibilities) need to be tempted back by, for example, improved childcare opportunities and flexible, "family-friendly" employment practices. The Early Years Childcare Development Partnership (EYCDP) and Business Link Hertfordshire are currently promoting provision relevant to these areas. Secondly, we need to ensure that the potential danger of more housing, congestion and erosion of the Green Belt is controlled and thereby the quality of life is not adversely affected.

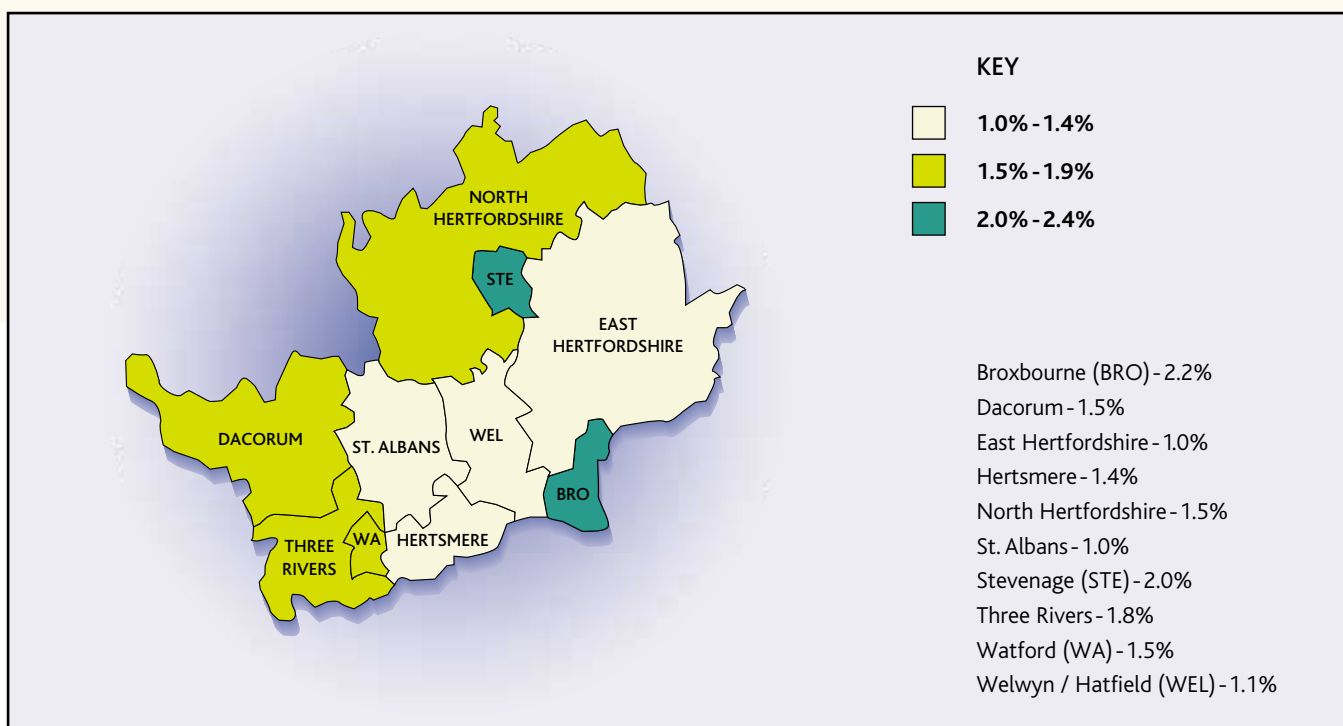
### Numbers in / out of employment and economic activity rate by LAD: Activity rate (%) age 16-59/64



Source: Labour Force Survey, Autumn 2001, NOMIS (claimant count unemployment)

\*Figures for Stevenage not provided in LFS data due to small sample size

### Numbers in / out of employment and economic activity rate by LAD: % Claimant unemployment (January 2002)



Source: Labour Force Survey, Autumn 2001, NOMIS (claimant count unemployment)

## Numbers in / out of employment and economic activity rate by LAD

AREA	POPULATION (000s)	IN WORK (000s, AGED 16+)	CLAIMANT COUNT UNEMPLOYED (JANUARY 2002)	ECON. INACTIVE (000s, AGED 16+)	ACTIVITY RATE (%) AGE 16-59/64	% CLAIMANT UNEMPLOYED (JANUARY 2002)
Broxbourne	84	39	825	27	80.3	2.2
Dacorum	138	75	1,160	32	84.9	1.5
East Herts	128	71	649	27	87.8	1.0
Hertsmere	98	49	745	22	82.2	1.4
North Herts	117	61	829	23	85.3	1.5
St. Albans	133	66	696	39	79.2	1.0
Stevenage	79	*	898	*	*	2.0
Three Rivers	89	42	606	29	80.1	1.8
Watford	82	47	881	19	84.9	1.5
Welwyn / Hatfield	96	53	730	23	89.5	1.1
<b>HERTFORDSHIRE</b>	<b>1,043</b>	<b>543</b>	<b>8,019</b>	<b>261</b>	<b>83.8</b>	<b>1.4</b>

Source: Labour Force Survey, Autumn 2001, NOMIS (claimant count unemployment)

\*Figures for Stevenage not provided in LFS data due to small sample size

**1.3.** The LLSC will need to work with providers and other agencies to ensure that vocationally relevant skills are developed among those not currently active in the labour market, whether they be young people leaving full-time education or non-participating adults, and encourage them to utilise those skills to the full. We need to work with partners to develop efficient labour markets, with no "pools" of unskilled and unemployed labour in areas of deprivation. Our consultations suggest that people with disabilities and older / recently retired workers may constitute possible sources of relevant skilled labour.

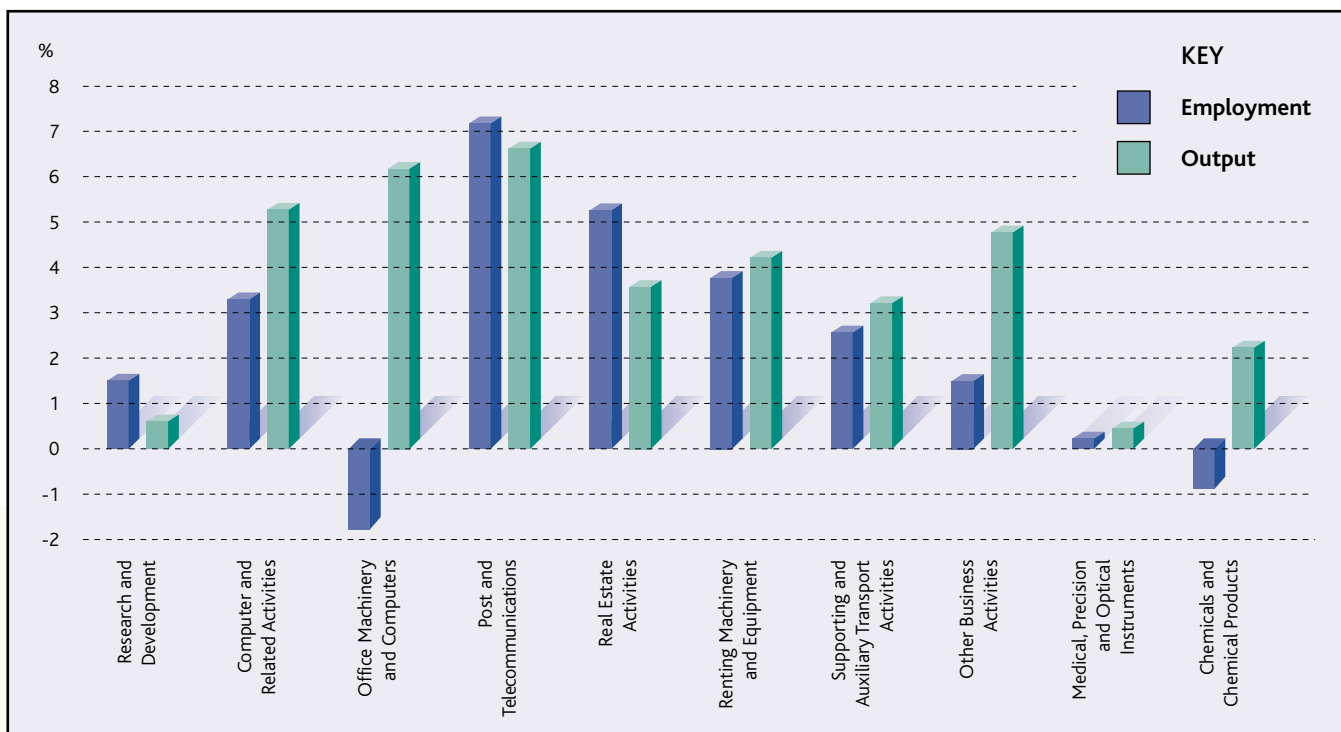
**1.4.** Local Learning and Skills Councils in the Eastern Region are working collaboratively with regional partners, including EEDA, the Employment Service / Jobcentre Plus, the Government Office and Local Authorities to produce the Framework for Regional Employment and Skills Action (FRESA). The first framework will be in place by October

2002 and will ensure a coherent approach to employment, skills and economic development.

## 2. To achieve an unprecedented increase in Gross Value Added (GVA)

**2.1.** Total GVA (which measures the total value of goods and services produced in the economy) in Hertfordshire has grown at an average of 3.2% a year over the last ten years - this is forecast to increase to 3.4% a year between 2000 and 2010 under EEDA's "business as usual" scenario, and by 4.6% a year under their "high productivity enhanced growth" scenario. A similar picture applies to GVA per head and GVA per job. This is required if the East of England is to be one of the top 20 regions in Europe by 2010. It implies that much greater productivity will be required from our workforce.

## Average annual growth, Hertfordshire 2000-2003



Source: Business Strategies, Autumn 2000

**2.2.** "Skills in England 2001", a report produced by the Policy Research Institute at Leeds Metropolitan University, is among a number of reports that confirm the growing importance of the relationship between higher level skills, earnings, business performance and economic growth. The LSC will work with partner agencies to ensure that those industrial sectors that have the greatest significance for the Hertfordshire economy are supported to achieve maximum growth. The diagram above indicates these sectors in terms of employment and output.

**2.3.** Our research suggests the following five sectors will be crucial for Hertfordshire's economy over the next few years:

- > **High-tech manufacturing** (see Challenge 3 below)
- > **Information Technology**
- > **Business and Financial Services**
- > **Pharmaceuticals and Bio-technology**
- > **Film and Media related industries**

With the exception of manufacturing, these sectors all have higher volumes of output and employment in Hertfordshire than we would expect for a county of Hertfordshire's size, and are the sectors where we would want to encourage and support the development of high-quality learning facilities and opportunities (for example Centres of Vocational Excellence).

### 3. To ensure a supply of skilled labour that will encourage high value-added sectors

**3.1.** Hertfordshire has suffered a rapid decrease in manufacturing employment, such that the proportion employed in manufacturing in Hertfordshire is now one of the lowest in the UK (source - Hertfordshire Local Economy Assessment). Given that manufacturing produces significantly higher levels of GVA per head than the service

sector, the LLSC will work with relevant partners to ensure that Hertfordshire is attractive to the "high-tech" manufacturing sector in order that present businesses are retained and supported to grow. The LLSC's contribution will be to develop a workforce that has the appropriate levels of skill, knowledge and flexibility needed by the sector.

### **3.2. The LLSC will work with:**

- > Appropriate Sector Skills Councils to increase provision for, and participation in, training
- > Large and small employers to increase their investment in training
- > The Small Business Service to increase the number of employers developing their workforces in line with "Investors in People" principles and to support appropriate inward investment and aftercare.

## **4. To increase GVA per head of workforce to match the levels of neighbouring counties**

**4.1.** Counties such as Berkshire, Cambridgeshire and Surrey have significantly higher levels of GVA per head of workforce than Hertfordshire. Income per head of Hertfordshire's resident population is 21% above the national average, but GVA per head of workforce is only 1% above the national average (source - "Prosperity in Hertfordshire" research study for the HPF). This arises because more of Hertfordshire's wealth is dependent on earnings in London being brought back into the County than is the case elsewhere. Business Strategies Limited (BSL) estimate that 148,000 Hertfordshire residents commute out of Hertfordshire, of whom 113,000 commute into London. Of the 95,000 who currently commute into Hertfordshire, 31,000 live in Greater London, and 28,000 in Bedfordshire.

**4.2.** In order to achieve the "high productivity / enhanced growth" levels set out in Challenge 2, BSL predict that in-commuting would need to increase by 33,000 people by 2021, of whom 20,000 are expected to be London residents.

This reinforces the need to work effectively with colleagues in London to ensure the skills needs of both Hertfordshire and London economies are addressed.

**4.3.** If London thrives, there is no threat to the Hertfordshire economy. However, if London were to decline economically, Hertfordshire would feel the effects more than other neighbouring counties. It is, therefore, desirable (both economically and environmentally) to make Hertfordshire a more balanced economy, with prosperity less dependent on outward employment commuting. The LLSC will work with other relevant agencies to ensure that Hertfordshire is seen as an attractive location for new business and the expansion of current business, especially those with high-growth potential.

## **5. To develop a more highly skilled workforce**

**5.1.** In part because of the "high-tech" nature of much employment in the County, 11.9% of Hertfordshire employers report skill shortage vacancies (source - DfES Employers Skill Survey). This is the third highest level among local LSC areas, behind Berkshire and West London. These vacancies occur at all levels of skill, with Hertfordshire in the top 8 in the country for lower level (4th), craft (8th), intermediate (5th) and professional skills (5th).

**5.2.** Hertfordshire has a high density of skill shortage vacancies coupled with one of the lowest unemployment rates in England. In these circumstances, labour and skills shortages combine to act as a constraint upon further economic development. Furthermore, the Employers Skill Survey reports that 80% of hard to fill vacancies and 68% of skill shortage vacancies require qualification levels 3 and 4.

**5.3.** Hertfordshire LSC and our partners (particularly in the Further and Higher Education sectors) will therefore need to focus on increasing the numbers in the workforce who have level 3 and level 4 qualifications. The University of

## Level 3 achievement by 17 year olds in Hertfordshire and England, 2001

AREA	A / AS / AGNVQ POINTS PER STUDENT	A / AS POINTS PER STUDENT	AVCE / AGNVQ POINTS PER STUDENT	AVERAGE POINTS SCORE PER ENTRY	% ACHIEVING VOC. QUAL - ADVANCED	% ACHIEVING VOC. QUAL - INTERMEDIATE
<b>Herts</b>	17.6	18.1	9.7	5.8	76.6	75.4
<b>Herts Maintained</b>	16.0	16.4	9.7	5.4	76.6	75.4
<b>England</b>	17.4	17.8	10.2	5.5	79.3	66.5
<b>England Maintained</b>	16.4	16.6	10.2	5.3	79.3	66.5

Average points score is based on 10 points for an A grade, 8 for a B, 6 for a C, 4 for a D, and 2 for an E at A level.

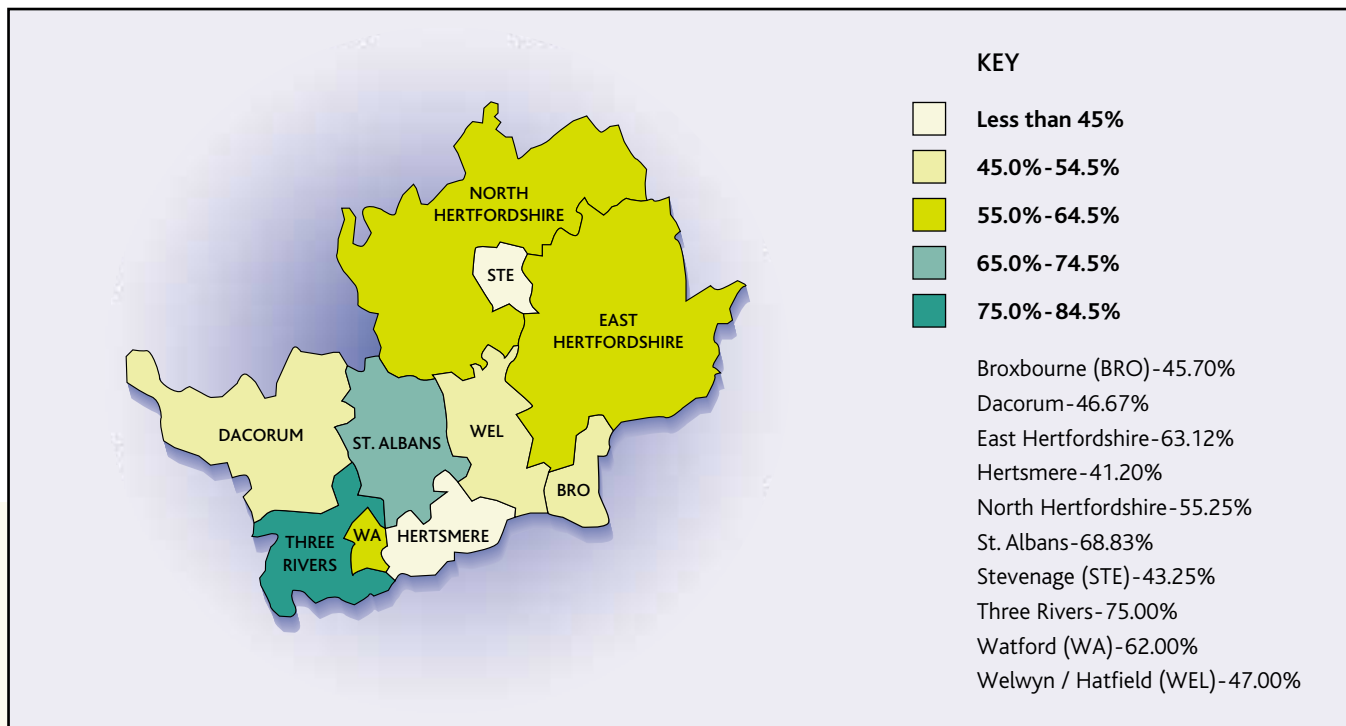
A student achieving A, B and C at A level would therefore score 24 points.

Maintained sector includes LEA maintained schools and FE colleges

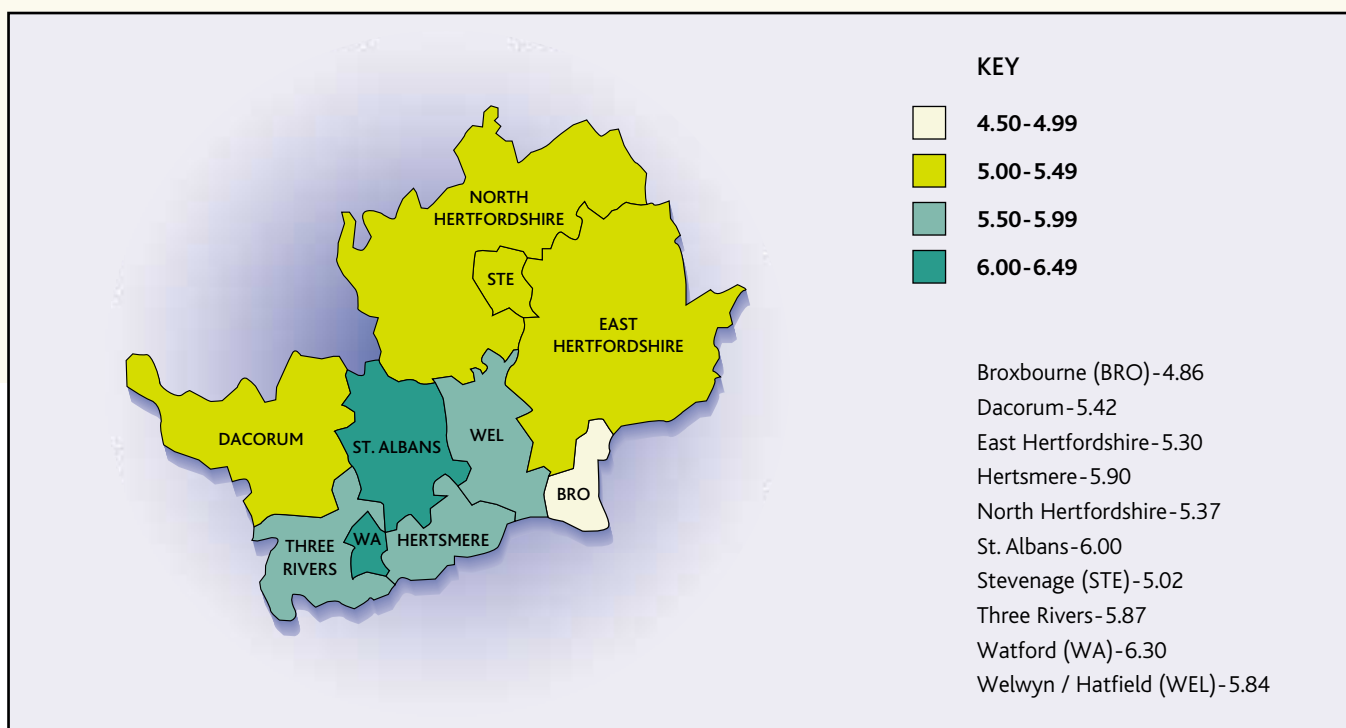
## Level 2 at 15 and level 3 at 17 achievement by Hertfordshire LAD (maintained sector schools), 2001

AREA	AVERAGE % 5+ GCSEs A - C (LEVEL 2)	% VARIANCE AGAINST ENGLAND AVERAGE	A / AS / AGNVQ AVERAGE POINT SCORE PER ENTRY (LEVEL 3)	% VARIANCE AGAINST ENGLAND AVERAGE	% SHIFT GCSE - A / AS / AGNVQ
<b>Broxbourne</b>	45.70	-4.6	4.86	-8.3	-3.7
<b>Dacorum</b>	46.67	-2.6	5.42	+2.2	+4.8
<b>East Herts</b>	63.12	+31.8	5.30	0	-31.8
<b>Hertsmere</b>	41.20	-14.0	5.90	+11.3	+25.3
<b>North Herts</b>	55.25	+15.3	5.37	+1.3	-14.0
<b>St Albans</b>	68.83	+43.7	6.00	+13.2	-30.5
<b>Stevenage</b>	43.25	-9.7	5.02	-5.3	+4.4
<b>Three Rivers</b>	75.00	+56.5	5.87	+10.8	-45.7
<b>Watford</b>	62.00	+29.4	6.30	+18.9	-10.5
<b>Welwyn / Hatfield</b>	47.00	-1.9	5.84	+10.2	+12.1
<b>HERTFORDSHIRE SCHOOLS</b>	<b>56.30</b>	<b>+17.5</b>	<b>5.63</b>	<b>+6.2</b>	<b>-11.3</b>
<b>ENGLAND MAINTAINED SCHOOLS + FE</b>	<b>47.90</b>	<b>N/A</b>	<b>5.30</b>	<b>N/A</b>	<b>N/A</b>

### Level 2 at 15 achievement by Hertfordshire LAD (maintained sector schools), 2001: Average % 5+ GCSEs A-C



### Level 3 at 17 achievement by Hertfordshire LAD (maintained sector schools), 2001: A / AS / AGNVQ average point score per entry





Hertfordshire is keen to work with us to help ensure a seamless progression from level 3 to level 4, as is evidenced by the consortium arrangements that exist with the four Hertfordshire colleges. This is the largest such consortium in the country, with around 2,000 students undertaking level 4 programmes funded by the Higher Education Funding Council for England (HEFCE) in Hertfordshire colleges.

## 6. To improve post-16 attainment levels

**6.1.** The percentage of 15 year olds gaining five or more GCSEs Grades A-C is shown as the sixth of Hertfordshire's strengths (Section 2.2). However, Hertfordshire's 16-19 level of achievement is less than might be expected.

Provisional figures show that the average point score per entry at A/AS and AGNVQ level for Hertfordshire is 5.8 (this includes independent schools and colleges). Eight LLSC areas achieve more highly than Hertfordshire at this level. The average point score for Advanced GNVQ alone in Hertfordshire is 9.7 (DfES provisional 2001). 37 LLSC areas achieve more highly.

**6.2.** The table on page 13 shows achievement by maintained schools within Hertfordshire's ten Local Authority Districts. It also shows the extent to which levels of achievement vary against the national norm, and a measure of "value added" between GCSE and level 3 qualifications.

**6.3.** At GCSE, five districts achieve well above the national

and County averages. One district (North Herts) is above the national average but below the county average, whilst four are below both county and national averages. At A / AS / AGNVQ, there are also five districts where achievement is above both County and national averages, and two, which fall between the County average and the England average. However, overall performance is worse because those districts are marginally above average, whereas at GCSE there are five districts significantly above average. We propose to undertake, with partners, a Countywide review of 16-19 learning, which we hope will provide reasons for this relative performance, and develop from that an action plan which will offer suggestions for improvement.

**6.4.** The LLSC will work with partners to raise the post-16 level of achievement, in both academic and vocational disciplines. This is important for both the realisation of individual potential and the needs of the local economy.

## 7. To engage more 17 year olds in structured learning

**7.1.** As noted earlier, Hertfordshire has the highest level of participation in structured learning in England at age 16 (DfES). At 17 the proportion in structured learning falls from 95% to 86%. This is shown in the table below.

**7.2.** 75% of 17 year olds in Hertfordshire are in full-time education, the highest percentage in the country by

### Participation in learning by 16 and 17 year olds in Hertfordshire (%)

	MAINTAINED SCHOOLS	INDEPENDENT SCHOOLS	FE*	SUBTOTAL	GST	OTHER PART-TIME EDUCATION	TOTAL	NOT IN STRUCTURED LEARNING
<b>Average 16/17</b>	46	11	24	<b>81</b>	5	4	<b>90</b>	<b>10</b>
<b>16 year olds</b>	51	12	25	<b>87</b>	4	4	<b>95</b>	<b>5</b>
<b>17 year olds</b>	42	11	22	<b>75</b>	7	5	<b>86</b>	<b>14</b>
<b>Difference</b>	-9	-1	-3	<b>-12</b>	+3	+1	<b>-9</b>	<b>+9</b>

1. 16 year olds - source DfES, 1998/99

2. 17 year olds - source DfES 1999/00

\* Includes 1% in Sixth Form colleges outside Hertfordshire

Numbers may not add up due to rounding

## 16-17 year old participation at December 2001 (%)

	FULL-TIME EDUCATION	EMPLOYMENT WITH TRAINING	OTHER TRAINING (NOT EMPLOYED)	EMPLOYED NO TRAINING	UNEMPLOYED / NON-EMPLOYED
<b>Age 16</b>	81.2	10.3	1.7	1.8	4.9
<b>Age 17</b>	67.6	18.7	3.3	4.8	5.6
<b>Variance</b>	-13.6	+8.4	+1.6	+3.0	+0.7

## Participation in full-time education / training by LAD, December 2001 (%)

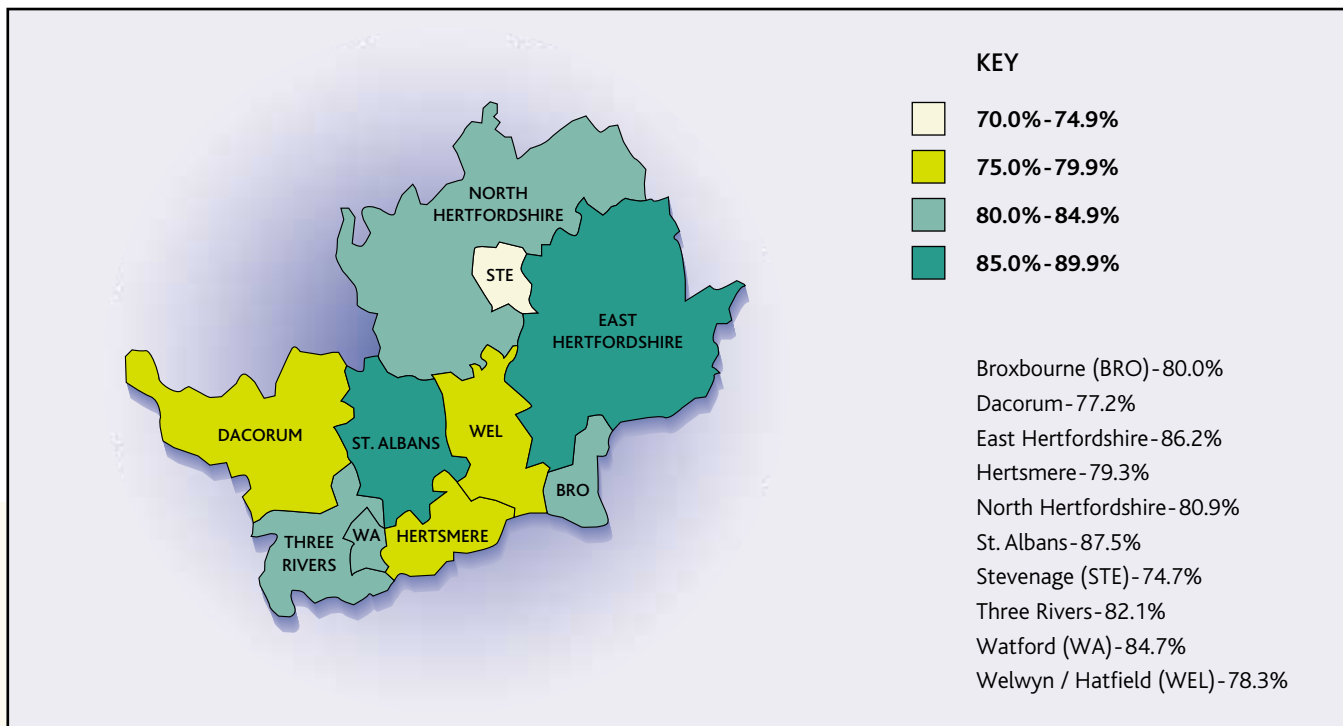
FULL-TIME EDUCATION	AGE 16	AGE 17	VARIANCE
<b>Broxbourne</b>	80.0	63.6	-16.4
<b>Dacorum</b>	77.2	63.2	-14.0
<b>East Herts</b>	86.2	76.5	-9.7
<b>Hertsmere</b>	79.3	60.3	-19.0
<b>North Herts</b>	80.9	68.8	-12.1
<b>St. Albans</b>	87.5	78.2	-9.3
<b>Stevenage</b>	74.7	61.5	-13.2
<b>Three Rivers</b>	82.1	70.0	-12.1
<b>Watford</b>	84.7	68.8	-15.9
<b>Welwyn / Hatfield</b>	78.3	59.3	-19.0
<b>HERTFORDSHIRE</b>	<b>81.2</b>	<b>67.6</b>	<b>-13.6</b>

7 percentage points. 12% are in Government Supported Training (GST - primarily Work-based Learning through Modern Apprenticeships) and "other part-time education". The average national distribution is 58% in full-time education and 17% in GST and other part-time education. Whilst the number of 17 year olds participating in structured learning has increased over the previous two years, the LLSC needs to focus on improving the retention rate by increasing the take-up of GST towards the national average of 11%.

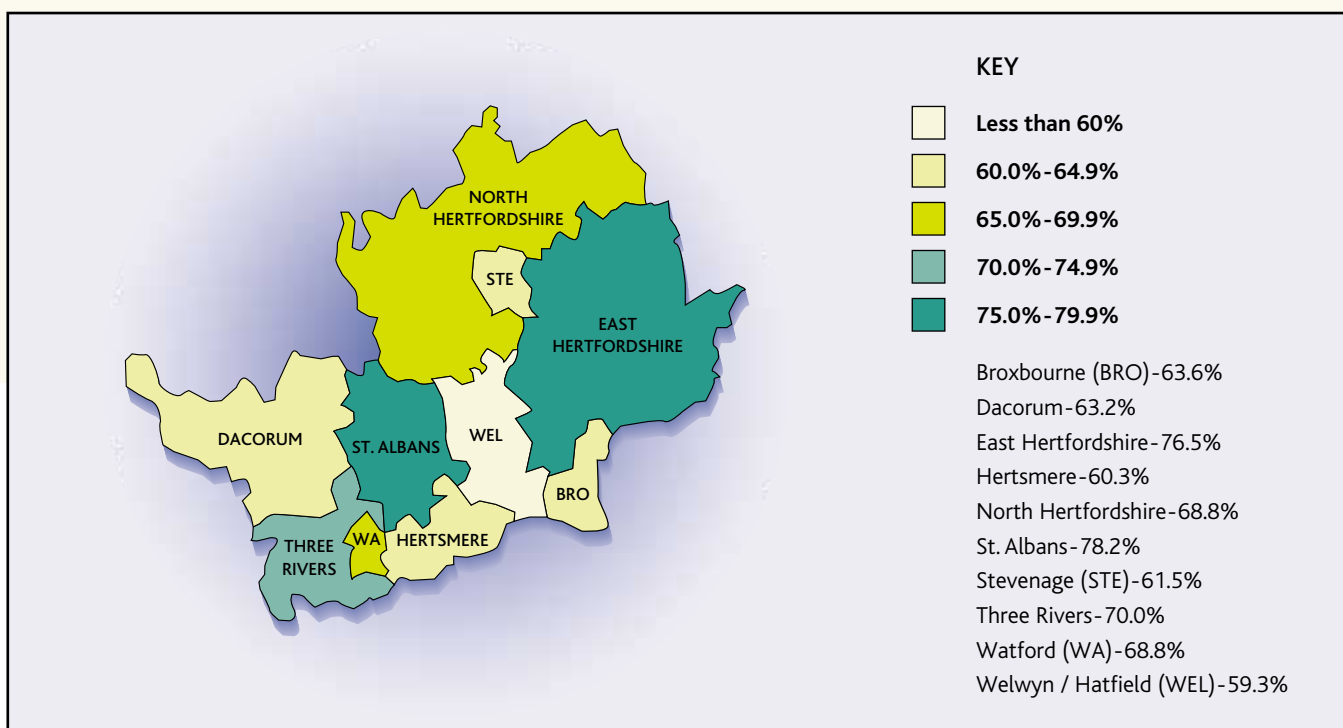
**7.3.** National data is supported by Hertfordshire Careers Service information, which also allows us to analyse participation by LAD. The tables above and maps opposite show the percentages participating at 16 (year 11) and 17 (year 12) in December 2001, based on responses to Careers Service follow-up.

**7.4.** It is in three of the districts where participation is highest (Three Rivers, East Herts and St. Albans) where the gap in achievement between GCSE and "A" level is greatest.

## Participation in full-time education / training by LAD, December 2001 (%): Age 16



## Participation in full-time education / training by LAD, December 2001 (%): Age 17



Conversely, retention in full-time education between 16 and 17 is lowest in Hertsmere and Welwyn / Hatfield - the two districts where there would appear to be the best "value-added" in achievement rates. We shall look to the 16-19 Review to suggest possible causes.

**7.5.** Our consultation suggests that reasons for reduced participation at 17 and relatively poor post-16 attainment are closely interlinked. In order to tackle these issues, the LSC needs to work with partners to:

- > **Enhance advice, guidance and work-related learning** for students of all abilities
- > **Reduce levels of institutional competition**, with institutions focusing on what they do best, recognising the strengths and contributions of others
- > **Improve tracking** of young people through the educational system
- > **Work with employers** to make learning opportunities available to younger employees, for example through Modern Apprenticeships
- > **Ensure accessible opportunities** for all young people to a coherent and progressive programme of learning
- > **Increase the quality of provision** for learners and develop appropriate learner support.

## **8. To increase the take-up of Modern Apprenticeships**

**8.1.** Hertfordshire has a culture that places a limited value on vocational learning by young people. In 2000, 4% of 16 year olds started on Work-based Learning, the third lowest proportion in the country and the lowest in the region. This is significantly short of the levels required if the recommendation in the Cassels Report ("The Way to Work"), that 28% of young people should have been involved in Modern Apprenticeship by the age of 24, is to become a reality. Low participation levels impact detrimentally on the County's skills base, particularly in sectors where the apprenticeship route has historically provided a major source of recruitment. There may also be a correlation with the relatively poor achievement at A / AS level and Advanced GNVQ in that too many young people are arguably making "traditional" choices at 16, supported by

their key influencers, rather than fully informed choices that are more appropriate to their needs and to those of the local economy.

**8.2.** Work-based Learning will only be valued if it delivers high quality. At present, there are pockets of good quality, but too much is less than satisfactory. This reflects the national pattern as identified by the Adult Learning Inspectorate (ALI). In 2000-2001, there were 849 16-18 year olds in Hertfordshire who completed work-based learning. Only 219 leavers (25.7%) achieved an NVQ (source - Hertfordshire LSC). Modern Apprenticeship will only be seen as an attractive option if it offers better chances of achievement and progression. The LLSC needs to work with training providers and the ALI to raise the quality and achievement rates in Work-based Learning.

**8.3.** In the year to date (April 2001 to January 2002), 1978 young people have left Work-based Learning provision (this includes completers and other leavers). They are evenly divided between males (982) and females (996), though there were more males than females working towards Advanced Modern Apprenticeships (AMA), and more females than males working towards Foundation Modern Apprenticeships (FMA). "Other" includes those studying for qualifications at below Modern Apprenticeship level (NVQ level 1), and those studying for higher level qualifications outside the Modern Apprenticeship framework. Destinations of leavers are shown in the table opposite.

## **9. To make the case for Hertfordshire to receive equitable funding that recognises the high costs of living**

**9.1.** Hertfordshire is a high-wage County, with wage rates driven up by high costs. For example, Hertfordshire has the fourth highest house prices in England, behind London, Surrey and Berkshire, as shown in the table opposite of the top six Counties.

## Destinations of leavers from Work-based Learning (%)

	AMA	FMA	OTHER	TOTAL
Employed	70.9	55.1	45.9	60.2
Further Education / Training	7.8	8.7	8.1	8.3
Unemployed	6.6	12.3	26.5	11.5
Other / Unknown	14.7	27.9	19.5	20.0
Proportion of leavers from each programme	37.4	53.2	9.4	100.0

## Six highest house price counties in England

AREA	AVERAGE HOUSE PRICE
Greater London	£233,400
Surrey	£210,000
Berkshire	£206,350
Hertfordshire	£203,050
Oxfordshire	£173,750
Buckinghamshire	£158,700

Source: Halifax Building Society, 2001 fourth quarter value of semi-detached houses

**9.2.** This is creating a new underclass of those who spend a large proportion of their income on mortgage and related costs, with little disposable income, but no access to benefits or income support. This creates particular difficulties for recruitment of workers to public sector posts, where wage levels are often constrained by national agreements.

**9.3.** Of particular relevance to the LSC is the impact on teachers and lecturers with the largest impacts felt in the provision of mathematics and basic skills. Public institutions have employed a variety of weightings to factor for the higher costs associated with London and surrounding areas,

ranging in Hertfordshire from nearly 11% to nothing. LSC Hertfordshire will continue work with partners to support the development of funding systems that provide appropriate coverage of these costs, and to support the further development of affordable accommodation for public sector workers (particularly teachers and lecturers) in the County, for example through the Starter Homes Initiative.

#### **10. To ensure maximum value is derived from all available funds**

Because of our relative prosperity, Hertfordshire's access to additional, flexible funding is becoming increasingly limited.

By virtue of strong partnerships for bidding and delivery, Hertfordshire has done well in previous years in securing European Social Funding (ESF) and Single Regeneration Budget (SRB) funding. However Hertfordshire's potential to access European and regeneration funding is being eroded. Locally, the LSC will ensure that all funds are used to deliver the remit of the LSC efficiently and effectively, and address the key priorities for Hertfordshire.

## 2.4. Three national challenges

**2.4.1.** We recognise that Hertfordshire shares a number of challenges with local Learning and Skills Council areas throughout England. Uppermost among these are:

- > Improving basic skills attainment
- > Increasing social inclusion, and
- > Increasing adult participation in learning, for example to develop "life skills" such as domestic, parenting and citizenship skills.

**2.4.2.** Trying to meet these challenges in a fundamentally "bright" County presents problems in its own right, in that deprivation is often hidden by analysis at district, or even ward, level. This can lead to deprivation being overlooked, funding opportunities missed (or needs not recognised by funders) and the task of providers and partners made more difficult.

### 1. To treble capacity for the delivery of Basic Skills

**1.1.** Hertfordshire has set a target of raising the literacy and/or numeracy skills of 15,173 adults by 2004. If this is to be achieved, the capacity of our learning infrastructure to deliver in excess of 15,000 accredited basic skills "achievements" by 2004 needs to be significantly enhanced. Current data shows achievement levels stand at just over 2,000 people per year (this is against existing standards - new standards for initial assessment and attainment are to be introduced over the next few months).

**1.2.** Our recent survey of learning institutions in the County has identified a serious shortage of basic skills tutors and assessors. Urgent action is needed to increase local delivery capacity before we can deliver basic skills training in the volumes required. Achievement of the Hertfordshire target will require the input of considerable resource; both to develop capacity and to promote the benefits of better basic skills to people who may well have "got by" in employment for many years. It will also require partners, such as the Employment Service and Probation Service, as well as LSC funded providers including **learnirect**, to contribute their share of the overall target.

**1.3** LSC Hertfordshire's strategy for achieving its share of the Basic Skills target is set out in our Basic Skills Delivery Plan. Copies of the plan are available on request. One of the central components of the plan to develop capacity is the establishment of a Basic Skills Resource Centre for the County to facilitate the training of Basic Skills practitioners, the sharing of good practice and provision of high-quality learning materials.

### 2. To increase inclusivity in learning

**2.1.** National data suggests that attainment in learning is lowest among Afro-Caribbean boys, where fewer than 25% achieve five high-grade GCSEs compared to nearly 50% of their white counterparts. This is supported by local data, which suggests that in 2000:

- > 20% of Black Caribbean boys attained such grades, compared to

- > 78% of Chinese boys and
- > 82% of Indian girls.

In English Further Education colleges, level 3 qualifications are achieved by:

- > 69% of Indian students
- > 67% Chinese
- > 63% Bangladeshi and
- > 60% Afro-Caribbean, compared to
- > 74% of white students.

**Enrolments in Adult Education in the Eastern Region;  
shown by percentage of enrolments compared to the adult population**

1%-1.99%	2%-2.99%	3%-3.99%	5%-5.99%
Hertfordshire	Thurrock Suffolk	Cambridgeshire Bedfordshire Essex Norfolk Luton Southend	Peterborough

Source: DfES, November 2000

All these groups are significantly represented in Hertfordshire, and suggest priorities for action within the framework of the key objectives. The Learning and Skills Council Hertfordshire is currently developing its Equal Opportunity and Diversity Strategy in order to address such issues.

A summary of that strategy is included at Annex 2.

The strategy addresses the removal of barriers that prevent young people and adults participating fully in learning, and thereby in society.

**2.2.** The 14-19 Green Paper points out that, at present, fewer than 20% of young people under 21 from lower socio-economic groups go to university, compared with over 70% from the highest. Inclusivity in learning is about more than gender, age, ethnicity or disability issues - it is closely linked to income levels. Increasing representation of students from low-income families in higher education depends heavily on their experience in the 14-19 phase: if they have achieved level 3, then in the vast majority of cases they will progress to higher education.

### **3. To increase adult participation in learning**

**3.1.** Effective use of Adult and Community Learning budgets will help us to increase the proportion of traditional non-learners who experience structured learning, in many cases for the first time since school, and bring learning to those parts of the County with the

greatest need for regeneration. Enrolments in Adult Education in Hertfordshire appear to be among the lowest in the country, and the lowest in the Eastern Region. The table above shows the percentage of enrolments compared to the adult population.

**3.2.** The LSC will use the Adult and Community Learning budget to increase participation in adult learning, and in particular to:

- > Encourage adults back into learning and help the more disadvantaged through relevant provision
- > Provide a stepping stone to other kinds of education, training and opportunities for learning
- > Build strong cohesive communities and engage learners in learning for personal development.

**3.3.** The priorities for our activity on Adult and Community Learning are:

- > To **widen participation** in learning for those who do not traditionally participate in education and training
- > To **improve Basic Skills**
- > To **increase family learning** provision
- > To support strategies for **neighbourhood renewal**.

**3.4.** The Hertfordshire Learning Partnership (HLP), and the ten local learning forums based on Local Authority District areas, will have a significant role in securing increased adult participation. The HLP and the local forums will not only

provide the LSC with "the voice of the learner", but also ensure that learning is high on the agenda of Local Strategic Partnerships, which are also based on Local Authority Districts. Local forums can bring together local providers and stakeholders, facilitate partnership working at a local level and help provide a "seamless" service for learners. They are currently developing costed action plans based on identified learning and skills needs in their areas. The LSC and HLP will work with the forums to deliver against those plans.

## 2.5. Summary of priorities

The Learning and Skills Council Hertfordshire will work with its partners to meet the following needs that arise from local and national challenges:

- > To develop **vocationally relevant skills** among those not currently active in the labour market, whether they be young people leaving full-time education or non-participating adults, and encourage them to utilise those skills to the full (Challenge 1)
- > To support EEDA in the production of the **Framework for Regional Employment and Skills Action (FRESA)** (Challenge 1)
- > To support **skills development in industrial sectors** which have the greatest significance for the Hertfordshire economy, and support EEDA in their efforts to retain **high-tech manufacturing** in the Eastern Region (Challenges 2 and 3)
- > To ensure that Hertfordshire is seen as an attractive location for new business and the expansion of current business by working to increase **high-level skills** in the workforce (Challenges 3 and 4)
- > To increase **employer investment in training** (Challenges 4 and 5)
- > To increase the number of employers recognised as **Investors in People**, particularly those with fewer than 50 employees (Challenge 5)
- > To support an increase in the proportion in the workforce qualified to **level 3** (Challenges 3, 4 and 5)

- > To raise the **level of 16-19 achievement**, particularly at level 3, through schools, colleges and Work-based Learning (Challenge 6)
- > To improve the **retention rate of 17 year olds** in structured learning (Challenge 7)
- > To develop quality, achievement and participation in **Work-based Learning** in line with recommendations arising from the Cassels Report (Challenge 8)
- > To ensure that the **remit of the LSC is delivered** and that the key priorities for Hertfordshire are addressed (Challenges 9 and 10)
- > To **treble capacity for the delivery of Basic Skills** provision, ensuring Hertfordshire contributes effectively to the national target (National Challenge 1)
- > To develop a framework for action that will encourage higher levels of participation and achievement among **groups that are under-represented** in learning (National Challenge 2)
- > To increase the **participation of adults in learning**, particularly by focusing Adult and Community Learning on first rung provision for traditional non-learners (National Challenge 3).





### Case Study - Rui Abreu

*"My life has changed so much and it's brilliant!"*

When Rui Abreu left school, he wanted to work in the media, but found himself delivering cameras. He decided to change his career and got a job with Life Opportunities Trust, helping residents in their care homes, which he loves.

*"It's very rewarding when you know that you have improved someone's life"* Rui says.

His boss told him about the Modern Apprenticeship programme and having left school with only one qualification, he was happy to get extra qualifications at work.

Rui has already achieved his NVQ Level 2 in Care and is going to start NVQ Level 3.

*"I'm starting to get qualified," he says, "which is great because if I have to change employers then I can prove that I can do the job. Plus the money I've earned while learning in the job, has helped me to get married and to get a house. My life has changed so much and it's brilliant!"*

# > 3. Our Targets

**3.1.1.** Our targets will contribute to the national vision, and also reflect the sum of local needs. We must raise levels of participation and achievement for each cohort of young people and the adult population, across the full spectrum of attainment, and without disadvantage to any group.

**3.1.2.** To achieve these long-term goals, the Learning and Skills Council has consulted nationally about interim targets to the year 2004. In the light of the responses to this consultation, which ran from April to June 2001, the following interim targets for England are proposed:

KEY OBJECTIVES	TARGETS FOR 2004	2000 NATIONAL POSITION	2000 HERTS. POSITION	LINK TO CHALLENGES
<b>1. Extend participation in education, learning and training</b>	80% of 16-18 year olds in structured learning	75.8%	88%	Herts: 2, 3, 7, 8 National: 2
	Set baseline and targets for adults in next year's plan			Herts: 1, 4, 5, 10 National: 2, 3
<b>2. Increase engagement of employers in workforce development</b>	Develop measure of employer engagement in next year's plan			Herts: 2, 3, 4, 5, 8, 9, 10
<b>3. Raise achievement of young people</b>	85% at level 2 by age 19	75%	88.2%	Herts: 6, 7, 8 National: 2
	55% at level 3 by age 19	51%	59.4%	Herts: 6, 7, 8 National: 2
<b>4. Raise achievement of adults</b>	Raise literacy and numeracy skills of 750,000 adults	Up to 7 million adults with difficulties	129,000 with literacy difficulties, 126,000 with numeracy difficulties	Herts: 1, 2, 4, 5 National: 1
	% of adults at level 2; target to be set in next year's plan	68%	77%	Herts: 2, 3, 4, 5 National: 2
	52% of adults at level 3	47%	50.9%	Herts: 2, 3, 4, 5, 9 National: 2
<b>5. Raise quality of education and training and user satisfaction</b>	Set baselines and targets in next year's plan			Herts: 6, 7, 8, 9, 10

MEASURE	RELEVANT POPULATION	CURRENT RELEVANT POPULATION	ESTIMATED RELEVANT POPULATION (2004)	CURRENT ACHIEVEMENT	HERTS TARGET (2004)
<b>16-18 participation</b>	All aged 16-18	36,869	39,701 (+2,832)	32,417 (88%)	+3,963 (91.6%)
<b>Level 2 at 19</b>	All aged 19	12,204	12,015 (-189)	10,770 (88.2%)	+158 (91%)
<b>Level 3 at 19</b>	All aged 19	12,204	12,015 (-189)	7,249 (59.4%)	+758 (66.6%)
<b>Adults at level 3</b>	Residents in the workforce	527,000	537,000 (+10,000)	268,000 (50.9%)	+38,000 (57.1%)
<b>Adult Basic Skills</b>	Residents aged 16-59/64	653,000	665,000 (+12,000)	2,020 per year	+15,173

**3.1.3.** In setting targets, we need to bear in mind (as set out in Challenge 10) that our resources are finite. For some targets high levels of success have already been achieved. Our focus should be on those challenges where we can add the most value to the economy of Hertfordshire, and to the potential of its people. The table above shows our Hertfordshire targets in those five areas where national targets have been set; for 16-18 participation, level 2 at 19, level 3 at 19, adults at level 3 and adult Basic Skills. These targets are shown in both numerical and percentage terms.

## 3.2 Key Objective 1: Increasing participation in learning

### 3.2.1. National target for 2004: 80% of 16-18 year olds in structured learning. Hertfordshire Target for 2004: 91.6%

Our first task is to drive up participation, especially by young people. Whilst recent figures show participation by 16-18 year olds in England increased from 75% in 1999 to 75.8% in 2000, this is still considerably below the levels achieved by international comparators.

**3.2.2.** Hertfordshire's baseline figure of 95% participation in structured learning by 16 year olds is the highest in the country. But there is room for improvement, particularly at age 17, where participation falls to 86%. The breakdown of this participation is covered in Chapter 2, as our 7th

Challenge. Whilst participation among 17 year olds has increased significantly in the last year (from 81%), we still need to set stretching targets for 17 year olds, with a target for 2004 set at around 90%. Assuming the age 16 rate stays broadly the same, this suggests we should set an overall 16-17 participation target for the County at somewhere between 91% and 92%. This is in line with national expectations. We expect to see growth particularly in Work-based Learning, in support of the target set out in the Cassels Report "Modern Apprenticeships - The Way To Work", of 28% nationally, or 175,000 young people aged 16-21, entering an apprenticeship programme by 2004.

**3.2.3.** We must ensure that what is counted as non-participation is accurate. Learners who move from one learning provider to another have not "dropped-out", but often their precise whereabouts are unknown. Hertfordshire LSC will work with partner organisations to track young people across structured learning and thereby assess the level of non-participation more accurately. This will help us to develop bespoke actions to support these learners.

### 3.2.4. National target for adult participation: To be developed

The LSC will measure and target an increase in learning and skills acquisition by adults. The existing National Learning Target, which aims to reduce non-participation in learning

AREA	% PARTICIPATING IN LEARNING IN THE LAST 3 YEARS	% NOT PARTICIPATING IN LEARNING IN THE LAST 3 YEARS
Broxbourne	78	22
Dacorum	80	20
East Herts	72	28
Hertsmere	68	32
North Herts	71	29
St. Albans	71	29
Stevenage	68	32
Three Rivers	78	22
Watford	80	20
Welwyn / Hatfield	74	26
<b>HERTFORDSHIRE</b>	<b>76</b>	<b>24</b>

by 7%, does not link to data sources from awarding bodies and training providers, does not contain a measure of skills development and is expressed as a negative. According to the Household Survey carried out by Hertfordshire Training and Enterprise Council in 2000, 76% of the adult population aged 16-69 had participated in some form of learning in the previous three years. The table above shows levels of participation and non-participation by LAD.

## Key Objective 2: Increasing employer engagement in skills and workforce development

### 3.3.1. National target: To be developed

The Council has a remit to encourage employers to participate and contribute financially to the provision of post-16 education and training. There is no baseline measure for this, though there is some correlation with the National Learning Target for Investors in People.

The achievement by Hertfordshire organisations of the Investors in People standard has been above the national average for large (200+) and medium (50-199) employers, but below the average so far for smaller employers with 10-49 staff.

**3.3.2.** Overall, employers spend substantially more than the taxpayer on developing adult skills, but current measures fail to capture the overall effect of this contribution. The Treasury, the Cabinet Office's Performance and Innovation Unit (PIU) and the Learning and Skills Council are working together on Workforce Development issues. This work will provide clear pointers to new ideas, incentives and issues for future activity. The Learning and Skills Council is tasked with producing its national Workforce Development Strategy during 2002, with local LSCs basing their strategies on the national framework. Given Hertfordshire's high proportion of people in work, and our need for those people to develop higher level skills, workforce development and workplace learning must be central to our efforts to drive up skills levels.

**3.3.3.** Business Link Hertfordshire is an important partner in our efforts to drive up employer investment in learning and workforce development. By virtue of strong performance to date, and a mutual desire to make a holistic and coherent offer to Hertfordshire's employers, we have been granted "exception" status for our entire workforce development provision to be channelled through Business Link. In addition to "core" provision, we shall also work with Business Link to help employers with Basic Skills, management development and access to Modern Apprenticeships and Further Education provision.

### Key Objective 3: Raising achievement of young people

#### **3.4.1. National target for 2004: 85% at level 2 by age 19 Hertfordshire target for 2004: 91%**

The national target for 2004 is that 85% of 19 year olds should reach level 2. This constitutes a 10-percentage point increase over the 75% achieved in 2000. Current attainment in Hertfordshire is already at 88.2%. Careers Service data suggests that over 1,000 (around 9%) young people in each year group have a learning difficulty, an emotional / behavioural difficulty or a combination of disabilities.

Our target of 91% proposes that every single young person with the ability to obtain a level 2 at 19 does so. Whilst numerically this constitutes a small contribution to the national target, it is nonetheless stretching in the local context.

#### **3.4.2. National target for 2004: 55% at level 3 by age 19 Hertfordshire target for 2004: 66.6%**

The situation for level 3 at 19 is somewhat different. GCSE (level 2) attainment at 16 is significantly above the national norm, but attainment at 19 is not - this constitutes the 6th of Hertfordshire's ten challenges. If Hertfordshire is to increase Gross Value Added (GVA) and meet the employers' skills needs, it is at level 3 that most significant progress is required. We have therefore set a target above the national

average, where a 4-percentage point increase is indicated. A stretching target for 2004 would be a 6-8-percentage point increase, in the range 65.4-67.4%. In addition, a clear focus on level 3 at this age will help us achieve progress towards the Government's target for 50% of those aged 18-30 to be able to access higher education by 2010. We have therefore set a target for the County at 66.6%.

### Key Objective 4: Increasing adult achievement

#### **3.5.1. National target for 2004: Raise literacy and numeracy skills of 750,000 adults Hertfordshire target for 2004: Raise literacy and numeracy skills of 15,173 adults**

In England there are 7 million adults with numeracy and literacy difficulties. This 7 million constitutes 24% of the adult (aged 16-60) population. Because lack of Basic Skills inhibits economic growth and contributes to social exclusion, unemployment and underemployment, the reduction in this number by 750,000 (10.7% of the total) by 2004 is a key target for the Learning and Skills Council at national level.

**3.5.2.** In the Hertfordshire context, the Basic Skills Agency estimates that there are around 129,000 adults (20.7%) with literacy needs, and 126,000 (20.3%) with numeracy difficulties (many will be the same people). The majority of these have "low" levels of literacy and / or numeracy (as opposed to "lower" or "very low"), and it is likely that many (perhaps the majority) of them are in relatively low-skilled, low-paid employment. These jobs are in a range of sectors and organisations ranging from self-employment to large (particularly public sector) employers. It will be essential that a strategy for dealing with basic skills needs in Hertfordshire has employers as a central focus.

**3.5.3.** The 126,000 adults with numeracy difficulties corresponds almost exactly to the findings of the

Hertfordshire Household Survey, where people "self-assessed" their own needs. However, fewer than 10% of the Household Survey sample expressed a literacy deficiency, which is less than half the Basic Skills Agency figure. To some extent, this reflects a cultural willingness to admit to numeracy problems, and unwillingness to admit to problems with reading and writing. A major challenge for Hertfordshire (and elsewhere) will be to identify people with literacy problems in order to help to meet their needs.

### **3.5.4. National target for adults at level 2: To be developed**

At present, no target has been set for attainment at level 2 by adults. National data shows that 68% of adults hold a qualification at level 2 or above. The corresponding figure for Hertfordshire is 77%, with 27% holding a level 4/5 qualification, 24% at level 3 and 26% at level 2 (source - LFS). This is the highest level in the Eastern region, and 4th highest among the 47 LSC areas. The LFS highlights a gender disparity, with 9% more men than women holding a qualification at level 2 or above, indicating that efforts to increase skills at level 2 should focus on women. Whilst Hertfordshire has skills shortages at all levels, it is likely that current attainment of level 2 is above any national target that is likely to be set.

### **3.5.5. National target for 2004: 52% of adults at level 3 Hertfordshire target for 2004: 57.1%**

51% of Hertfordshire adults are qualified to at least level 3, which is 6th equal among LSC areas in England and 1st in the region. Whilst overall attainment is above the national average, this is only marginal, and is not yet at the proposed national target level. Work by the National Advisory Council for Education and Training Targets (NACETT) in 2000 shows that Hertfordshire was England's 5th "Brightest County" overall, but was let down by a relatively poor ranking at level 3, where it came 10th. The top four counties at level 3 were Surrey, Oxfordshire,

Buckinghamshire and Berkshire. As with adults at level 2, there is a difference in the gender distribution with 57% of men and 44% of women holding a level 3 qualification. This is the second highest difference in the country and the LLSC will need to work to support an increase in level 3 achievement by women.

**3.5.6.** If Hertfordshire is to be "Britain's Brightest County", and achieve the second of our ambitions by 2010, it follows that Hertfordshire should set, and strive to achieve, high targets for level 3 attainment. Surrey, for example, is already at 56% against this target, whilst two of Berkshire's Unitary Authorities are at 60% or above. Hertfordshire should be looking to achieve an increase above the national average of 5%. We have therefore set a target of 57.1%, which constitutes a 6.2% increase over current levels.

## **Key Objective 5: Quality and satisfaction**

### **3.6.1. National target for 2004: To be developed**

Finally we need to measure quality throughout the system, and the degree of satisfaction by those who use it. Institutional inspection reports from OFSTED and the Adult Learning Inspectorate (ALI) provide a good basis for measuring quality of provision. In Hertfordshire, OFSTED has reported favourably on the performance of the Local Education Authority and most maintained schools across the County. The old Further Education Funding Council rated most aspects of performance in the four Hertfordshire Colleges as at least satisfactory. The Training Standards Inspectorate (now subsumed within ALI) has found likewise with Hertfordshire's Work-based Learning providers, though for a significant number of providers a re-inspection was required.

**3.6.2.** Quality and satisfaction with individual providers is only a part of the story. The balance, geographical spread and relevance of the totality of post-16 provision in the County is also central to quality and satisfaction.

OFSTED is leading work on the area inspections of 16-19 provision, initially in inner-city areas, but with the intention that these will be rolled out across the country over the next few years, and consider provision from age 14 upwards. To prepare for this, the Learning and Skills Council Hertfordshire is engaging partners in reviewing 16-19 provision across the County as an urgent priority. We expect the review to report in the autumn of 2002, and will use findings to inform future corporate plans.

**3.6.3.** The pattern of post-16 provision in Hertfordshire has been shaped by history, geography and politics. A synopsis of the current learning infrastructure is shown at Annex 1.

should reward all providers for delivering high quality, regardless of the learning route being funded, and we welcome initiatives to create a "level playing field", for example by opening up standards fund opportunities to a wider range of providers.

**3.7.3.** An outline of our strategy for Quality Improvement is set out in Chapter 5.

## Provider targets

**3.7.1.** These targets can only be achieved through a strong provider base that shares a commitment to their achievement, and is prepared to work towards them. Progress can be measured using the following formula:

**Success = Participation x Achievement**

**3.7.2.** To achieve our targets, all providers (except school sixth forms) will be expected to agree targets for year-on-year increases in levels of retention and achievement with the LSC. It is our intention that providers' roles in achieving the targets through such increases will be a contractual requirement. In return we would wish to reward providers that deliver such increases. Currently, college strategic plans are agreed with the LSC and they receive their funding by the achievement of agreed targets. Work-based Learning providers do not produce strategic plans but do agree targets with the LSC. For both colleges and work-based providers the final funding level is related to the level of target achievement. Providers of Work-based Learning have no guarantee of more than a one-year contract. For school sixth forms, there is the safety net of the "Real Terms Guarantee", but no equivalent exists for colleges or work-based providers. We believe that funding systems

# > 4. Our Actions



In its Corporate Plan the National Council includes a set of operational and policy developments that will help to move us towards achievement of our targets and key objectives. These are set out below, alongside the Hertfordshire baseline against these developments, proposed actions and outcomes we would wish to see by 2005. For ease of reference, this follows the format of the Hertfordshire Economic Development Strategy for 2000-2005, prepared on behalf of the Hertfordshire Prosperity Forum.

We have also included a section on equal opportunities. These underpin a wide range of actions, but also merit some specific actions of their own.



**Key Objective 1: Extend participation in education, learning and training**

NATIONAL ACTION	HERTFORDSHIRE BASELINE	HERTFORDSHIRE ACTION	PARTNERS	OUTCOME BY 2005
<b>1.1.</b> Work with the <b>Connexions Service</b> to ensure young people get the right advice, guidance and support to enable them to make the best choices	Connexions Pilot in 2 areas of the County	Hertfordshire Connexions partnership will establish a full Connexions Service from April 2002	Connexions, Young People, County Council, Careers Service, Schools, Colleges, Police, Health, Voluntary Sector	Improved information, advice and guidance to all young people  Improved participation and retention among 13-19 year olds
<b>1.2.</b> Work with LEAs and Learning Partnerships to follow up <b>area 16-19 inspections</b> to secure local breadth, quality and collaboration	Proposed review of a 14-19 education and training in Hertfordshire	Outcomes of review inform the development of a 14-19 learning strategy and action plan agreed with all partners	County Council, Schools, Colleges, Work-based Providers, Connexions, University	Successful area-wide inspection and continual improvement across all learning sectors
<b>1.3.</b> Deliver a strong <b>vocational ladder</b> from age 14 to degree level, including implementing plans to strengthen <b>Modern Apprenticeships</b> and improve <b>education business links</b>	14-19 Green Paper and Cassels Report published  Strong bias to A levels through schools  5% participation in Work-based Learning by 16-17 year olds compared to 10% nationally  2-year Foundation Degrees recently launched. 18 MAs (year to date) have progressed to HE	Agree local strategy to raise awareness of vocational learning with young people, key influencers, employers and providers to develop a coherent framework for progression  Support and enhance the work-related curriculum  Improve quality and attainment levels in Work-based Learning through strategic and professional development  Promote progressional opportunities from MA to HE, for example through pre-degree courses, part-time foundation degrees, Open College Network	Schools, Colleges, Work-based Providers, Education Business Links Consortium, County Council, Connexions, Careers Service, Universities, Business Link and Employers	Improved quality of vocational learning resulting in 5% increase in achievement in Work-based Learning  All secondary and 80% of primary schools involved in work-related curriculum  9% of 16-17 year olds following the Work-based Learning route  50% increase in apprentices progressing to HE each year
<b>1.4.</b> Work <b>with information, advice and guidance</b> partnerships to secure sound advice to adults about learning choices, including destination data	Strong local partnership with 4 geographically based networks	Delivery of IAG services to 5,000 adults  48 associate members of the Partnership established in the community and voluntary sector	Careers Service, Voluntary Sector, Universities, Colleges, Employment Service, County Council	20 partners to meet Guidance Accreditation Board Standards  Increased number of IAG outlets, with accessible IAG services linked to learning centres (see 1.5)

**Key Objective 1: Extend participation in education, learning and training, *continued***

NATIONAL ACTION	HERTFORDSHIRE BASELINE	HERTFORDSHIRE ACTION	PARTNERS	OUTCOME BY 2005
<b>1.5.</b> Deliver cost-effective <b>distance learning</b> through <b>learndirect</b> hubs, and open up progression opportunities towards units or full qualifications	Hub company established with a range of learning centres available  IT and distance learning opportunities available through a range of funding sources and institutions	4,000 learners participating  Hub company establishing sound commercial base  Consider best practice in distance and e-learning, and develop strategies to establish a coherent offer to Hertfordshire learners	Colleges, Universities, Careers Service, Learning Centres, Learning Partnership	40 learning centres across the County  Accredited hub receiving funding directly from LSC  Increased participation in e-learning, especially among traditional "non-learners"
<b>1.6.</b> Local action: Develop learning provision that is <b>responsive to local needs</b>	Hertfordshire Learning Partnership established with 10 Local Learning Forums, supporting 10+1 Local Strategic Partnerships	Support neighbourhood renewal strategies by ensuring skills needs are considered and met  Work through Local Forums to inform a better understanding of the learning needs of local communities	Learning Partnership, HCC, District Councils, Community and Voluntary Sector	Local Area Learning Plans being implemented which address identified priorities in the 10 Hertfordshire LADs
<b>1.7.</b> Local action: Promote the concepts and benefits of learning to Employers and individuals	Marketing activity funded through LIF and programme budgets	Develop key messages with partners to: > Promote LSC funded provision > Communicate effectively with target audiences > Establish and track credibility of LSC as a catalyst for learning	Learning Partnership, Colleges, Providers, Business Link	Increase in learning participation in line with newly developed target for adults, and 16-19 participation target

**Key Objective 2: Increase engagement of employers  
in workforce development**

NATIONAL ACTION	HERTFORDSHIRE BASELINE	HERTFORDSHIRE ACTION	PARTNERS	OUTCOME BY 2005
<b>2.1. Meet sectoral skills needs</b> (identified through Sector Skills Councils, RDAs and Employers) through innovative pilot projects bringing together Employers, learners and training providers	Sector Liaison Executive in post; LIF projects underway	Establish relations / communication channels with each Sector Skills Council  Research skills needs of Hertfordshire's key sectors  Disseminate findings to providers and encourage collaborative developments to meet identified skills needs	Sector Skills Councils, EEDA, Employers, SBS, Providers	Increased provision for, and participation in, training for identified key sectors; 10 pilot (LIF/ESF) projects developing sectoral skills
<b>2.2. Address the needs of both large and small Employers,</b> drawing more Employer investment into colleges and other LSC funded providers, and raising transferable skills	LSC workforce development activities contracted through SBS; College / Employer links unclear and often limited	Encourage stronger partnerships between colleges (and other providers), employers and SBS  Consult employers about how they would want to be engaged  Develop strategic partnership with SBS for service delivery to employers (including Basic Skills, Management Development and Modern Apprenticeships)	Providers, SBS, Employers, SSCs	30% increase in use / investment by employers of college provision and facilities  Increased employer involvement in the development of services that meet their needs  Increased take-up by employers of a range of workforce development services
<b>2.3. Develop and implement a national strategy for skills and workforce development,</b> to be delivered locally (through local LSCs), regionally (with RDAs) and sectorally (with NTOs)	Regional skills strategy group set up involving LSCs, RDA, Sector Skills Development Agency; Skills focus and actions set out in County Economic Development Strategy	Develop a co-ordinated strategy with partners, building on national work (such as Cabinet Office study of Workforce Development)	SSCs, EEDA, Herts Prosperity Forum, SBS, Providers	Strategy agreed and actions underway
<b>2.4. Develop a new measure of Employer engagement</b> in workforce development	Focus on the collection on IIP data and contributory activities	Respond to national consultation, and establish baselines	All, but especially Employers, SBS, HCCI	Action plan for achievement of target in place; actions underway

**Key Objective 2: Increase engagement of employers  
in workforce development, *continued***

NATIONAL ACTION	HERTFORDSHIRE BASELINE	HERTFORDSHIRE ACTION	PARTNERS	OUTCOME BY 2005
<b>2.5.</b> Work with the <b>Employment Service / Jobcentre Plus</b> and with the New Deal Task Force to deliver routes from benefits to skilled employment	<p>New Deal Partnership, which no longer exists, established New Deal in County</p> <p>ES contracting for Work-based Learning for Adults provision</p> <p>Many Employers recruit through non-ES routes</p>	<p>Re-engage with ES to establish ongoing support to individuals regardless of age</p> <p>Develop consistent contracting and intelligence gathering approaches, where appropriate, and encourage collaboration and provider excellence</p> <p>Work with ES to encourage Employers to use recruitment methods that increase workforce diversity</p>	ES, Connexions Work-based Providers	<p>Seamless support, information, advice and guidance between Connexions and ES</p> <p>Common approaches to contracting and collaboration between providers and ES providing seamless progression for individuals where required</p> <p>Employer recruitment needs more effectively met: Reduced levels of hard-to-fill vacancies</p>
<b>2.6.</b> Through our partnership with Business Link, achieve our targets for <b>Investors in People</b> recognitions, and work with IIP UK further to develop and win employer commitment to the Investors Standard	<p>IIP measure shows good 50+ performance in Herts, but below average for 10-49 employee band</p> <p>83 Employers with fewer than 50 employees recognised as IIP</p> <p>278 Employers with more than 50 employees recognised as IIP</p>	<p>Increase the emphasis on encouraging small Employers to participate in IIP</p> <p>Marketing funds for IIP to be targeted at this group</p>	SBS / Business Link, Sector Skills Councils, Trade Unions	<p>Improved performance in achieving targets with employers in the 10-49 employee band</p> <p>55% of companies employing 50+ staff to be recognised as IIP</p>

**Key Objective 3: Raise achievement of young people**

NATIONAL ACTION	HERTFORDSHIRE BASELINE	HERTFORDSHIRE ACTION	PARTNERS	OUTCOME BY 2005
<b>3.1.</b> Implement a new <b>coherent funding system</b> across all sectors of 16-19 education which meets individual needs and encourages higher standards	Separate funding systems for Further Education, School sixth forms and Work-based Learning	Influence the establishment of one national funding model that ensures funding for Hertfordshire learners reflects their needs and those of providers (especially in relation to location)	County Council, Schools, Colleges, Work-based Providers	Coherent system in operation with increased transparency, local flexibility and reduced bureaucracy
<b>3.2.</b> Support the DfES in developing and implementing its <b>reforms of 14-19 learning</b> , including greater specialisation, and the development of <b>new 16-19 institutions</b>	No college has Centre of Vocational Excellence (CoVE) status  1 secondary Beacon School, plus 9 technology / language "specialist college" Schools  Formal School / College collaborative arrangements across the County	Further development of a Countywide strategy for 14-19 collaboration, and development of shared strategy for specialisation  Review of 14-19 learning resulting in agreed action plan	Colleges, Schools, Work-based Providers, Universities, County Council, Private Sector Sponsors and Employers EBLO	At least 1 CoVE in each of Hertfordshire's 4 colleges  30 Specialist Schools  5 Beacon Schools with sixth forms  Increased collaboration, providing a wider range of provision, strategically planned specialisms with greater access for the community
<b>3.3.</b> Address issues of <b>retention</b> in some FE colleges and Work-based Training Providers, and tackle the long tail of <b>under-achievement</b> including through use of the Standards Fund	Fragmented learner support including information, advice, guidance and quality of provision  Connexions Personal Adviser role not fully developed  Poor quality data and lack of individual tracking with differing reporting requirements	Review effectiveness and quality of information, guidance, advice and relevance of learner support to learner needs. Support providers in developing quality and ensure that provision is relevant to learners.  Increase staff development opportunities  Further development of an effective Countywide tracking system	Colleges, Work-based Providers, Connexions, County Council, Careers Service	Improved identification of learner needs  Increased proportion of 16-18 year olds in structured learning  Increased access by learners to impartial support  Personal Advisers' development needs met  Improved tracking of individual learner progression  More accurate recording of non-participation
<b>3.4.</b> Make sustained efforts to <b>improve achievement at all levels</b> , focusing especially on the proportion of young people achieving levels 2 and 3, and encouraging progression into higher education	Achievement levels vary within sectors and across sectors. 89% of young people achieve level 2 qualifications by age 19 and 59% achieve level 3	In-depth analysis of achievement, identifying areas for improvement and development of an achievement improvement action plan	Schools, Colleges, Work-based Providers, County Council, Connexions	91% achieve level 2 qualifications by age 19  67% achieve level 3 qualifications by age 19

**Key Objective 4: Raise achievement of adults**

NATIONAL ACTION	HERTFORDSHIRE BASELINE	HERTFORDSHIRE ACTION	PARTNERS	OUTCOME BY 2005
<b>4.1.</b> Plan and fund new and improved provision of <b>adult, community and family learning</b> , maximising the effective use of <b>Neighbourhood Learning Centres</b> , learndirect and e-learning	Limited evidence of ACL being targeted at widening participation and raising achievement  Links to learndirect not yet established	Establish an emphasis for ACL on widening participation and first rung provision  Build relationships between ACL and learndirect	County Council, Providers, Schools, Local Authorities	Clear priorities for the use of ACL funding  Traditional non-learners engaged in appropriate provision  Increased provision in non-traditional settings, such as football clubs, pubs and supermarkets
<b>4.2.</b> Develop better arrangements for the provision of <b>information, advice and guidance to adults</b> on learning and career opportunities	IAG Partnership not clearly linked to other funded learning opportunities	Improve the accuracy of website data and link to an e-mail enquiry service funded via LIF project  Establish relationships between IAG and learndirect, Adult and Community Learning, etc	IAG Partnership and Providers	Delivery of IAG services closely linked to other initiatives and funding streams  Increased referrals from IAG to learning opportunities
<b>4.3.</b> Support the DfES in developing improved arrangements for <b>financial support</b> for adult learners, including building on the experience of Individual Learning Accounts	Current study by Government Performance and Innovation Unit looking at funding of Workforce Development	Await Government and DfES developments		Improved and coherent Workforce Development funding methodologies
<b>4.4.</b> Work with the <b>Employment Service / Jobcentre Plus</b> to draw into learning those who were previously inactive, or the victims of industrial and economic change	ES contracts for Work-based Learning for Adults provision  ES is a partner in Next Step	Re-engage with ES to establish ongoing support to individuals regardless of age, disability, ethnicity or gender, with a particular emphasis on Basic Skills  Expand areas for inter-agency collaboration, and strengthen links between ES and LSC contracted providers	ES, Connexions, Work-based Providers, Careers Service	Seamless support, information, advice and guidance between Connexions and ES, resulting in reduced flow from youth disadvantage to adult unemployment  Strategic relationship with ES providing more accurate data and shared actions resulting on improved information and support for individuals

NATIONAL ACTION	HERTFORDSHIRE BASELINE	HERTFORDSHIRE ACTION	PARTNERS	OUTCOME BY 2005
<b>4.5. Establish centres of vocational excellence</b> in general FE colleges	16 Pathfinders in the country, none in Hertfordshire  Local group established to progress the development of CoVE on a shared basis	Local group develops a strategy that will provide increased opportunities in key sectors to businesses and individuals, and links to Modern Apprenticeships, Foundation Degrees and employment	Colleges, Schools, Universities, County Council	All colleges have CoVE status  Information Technology "County of Excellence"
<b>4.6. Build on the success of the Union Learning Fund</b> in developing workplace champions of employee development	Links made between Unison and the IAG Partnership. Contact established with the TUC	Continue to build relationships with trade unions particularly those relevant to Hertfordshire workforce	TUC, Trade Unions	5 collaborative projects with TUC / individual Unions
<b>4.7. Implement "Skills for Life",</b> the national strategy for improving adult literacy and numeracy skills	Contact made with Basic Skills Agency staff. Initial internal LSC mapping to identify Basic Skills activity	Basic Skills Adviser recruited  Basic Skills Plan for Hertfordshire produced  Basic Skills Resource Centre established  ESF programme through SBS to engage employers	Providers, County Council, Trade Unions, IAG Partnership, Employers, SBS	Basic Skills embedded across a range of LSC funded provision  Hertfordshire targets achieved as contribution to the national strategy  Numbers of trained, qualified Basic Skills tutors doubled  50% of Hertfordshire target met through those in employment

### Key Objective 5: Raise quality and effectiveness of education and training

NATIONAL ACTION	HERTFORDSHIRE BASELINE	HERTFORDSHIRE ACTION	PARTNERS	OUTCOME BY 2005
5.1. Support action plans to implement <b>area inspections</b> of 16-19 provision	Area-wide inspections being undertaken nationally with initial focus on Excellence in Cities areas. No planned date for Hertfordshire	Preparation for area-wide inspection will be assisted by a Review of 16-19 Education and Training in Hertfordshire commencing in 2001-2002  Outcomes of review inform the development of a post-16 learning strategy and action plan agreed with all partners	County Council, Schools, Colleges, Work-based Providers, Universities	Hertfordshire well prepared for successful inspection and inter-agency collaboration to deliver the resulting action plan  Improved collaboration between 16-19 institutions, resulting in (for example) coherent CoVE / specialist school links, common timetabling between Schools and Colleges
5.2. Establish a baseline for <b>inspection grades</b> , and work with the Inspectorates and providers to ensure effective follow-up of inspections	LSC carries out quarterly Provider Reviews across FE and work-based provision  LEA carrying out analysis of post-16 issues arising out of school inspections	All providers offered individual and group support for self-assessment, inspection and action planning  Establish a database of inspection criteria and performance across all sectors  Identify strengths and weaknesses of providers, network providers to share best practice and address weaknesses  Build effective relationship with OFSTED and ALI	County Council, Colleges, Schools, Work-based Providers, Adult Learning Inspectorate and OFSTED	FE - nationally 60% of all provision is above satisfactory level. By 2005, Hertfordshire to achieve 65%  WBL - nationally 37% of all provision is above satisfactory level. By 2005, Hertfordshire to achieve 42%  Continuous improvement in Schools' inspection performance for post-16 provision
5.3. Develop systems for securing <b>structured feedback</b> from learners, employers and training providers, and use it to inform policy and secure improvement	Different follow-up mechanisms for each learning route  Local research underway on early leavers, and perceptions of learning institutions among learners and non-learners	Use information to increase retention and recruitment to post-compulsory learning  Establish common follow-up methodologies for all learning routes  Produce research plan to ensure local / national research activities are integrated	Colleges, LEA, Sixth Forms, Providers, SBS	Increases in participation and retention to achieve targets under Key Objective 1  National system of learner follow-up with consistent tracking data



NATIONAL ACTION	HERTFORDSHIRE BASELINE	HERTFORDSHIRE ACTION	PARTNERS	OUTCOME BY 2005
<b>5.4. Improve take-up of teaching and training qualifications</b> by FE and work-based teachers and trainers, and improve the professionalism of College management	Varying qualification requirements for staff across sectors	Map staff qualifications  Identify areas where qualifications are weak and develop a programme for staff development  Identify skill shortages of staff with specific management responsibilities and work with Colleges to address them	Universities, Colleges, Work-based Providers, Schools, Learning and Skills Development Agency, Teacher Training Agency	10% increase in qualified staff  Improved quality of teaching, training and learning resulting in improved retention and achievement  Improved internal management among providers ensuring that such requirements as data collection, health and safety, finance, personnel and equal opportunities are effectively delivered  Increases in management / leadership effectiveness shown in inspection reports
<b>5.5. Introduce a comprehensive quality improvement strategy</b> based on long-term relationships with high-quality providers	Quality of providers and provision variable	Develop and implement a quality improvement strategy (see Chapter Five), recognise and reward quality providers  Network with providers and within sectors to share best practice and improve upon weaknesses  Providers take responsibility for effective management of Health and Safety for all learners	Providers, Learning and Skills Development Agency, National Training Organisations, SBS	Performance Review shows 15% decrease in providers having some or serious concerns  Reduction in number of accidents, and improvements in accident reporting processes
<b>5.6. Focus particularly on improving quality and information flows in Adult and Community Learning</b> , including feedback from learners and providers	Patchy collection of management information and feedback for ACL learners	ACL Providers produce self-assessment reports in preparation for the Common Inspection Framework. Systems to collect management information in place for all Providers	County Council, Providers, LSDA, LIACE	Effective implementation of formula funding and common inspection framework for Adult and Community Learning. Consistent approach to evaluation across the County
<b>5.7. Bring onstream new providers</b> and new types of provision better able to address the needs of all learners	Strategy for contracting being developed	Improve intelligence regarding learner, employer and provider needs. Develop capacity of potential high-quality providers through (for example) ESF / LIF provision, mentoring support	Careers Service, ES, Connexions, Providers	Contract with highest-quality providers who meet the needs of learners and employers

## Equalise opportunities through better access to learning

NATIONAL ACTION	HERTFORDSHIRE BASELINE	HERTFORDSHIRE ACTION	PARTNERS	OUTCOME BY 2005
1. Target workforce development strategies towards those with greatest need, tackling deficits of Basic Skills and <b>encouraging progression to higher skills</b> and qualifications	Activities to promote employee development, particularly in the public sector building upon Individual Learning Accounts	Workplace Basic Skills Accredited Brokers and Providers Initiative implemented to build demand and ensure Providers can meet employer needs. "Breaking Down the Barriers" programme for workplace tutors.	SBS, Providers, Trade Unions	70 Brokers / Providers established  7,000 people in work supported to improve Basic Skills
2. Actively encourage participation by underachieving ethnic minority groups, and aim to <b>equalise access to training</b> where gender, age or other factors are currently limiting performance	Incomplete monitoring of participation levels across all sectors including non-participation	Monitor all learning participation, regardless of sector, by ethnicity, gender and disability  Analyse findings, identify areas where there is underparticipation and underachievement and develop a strategy for improvement	Colleges, Schools, Work-based Providers, Careers Service, Connexions, Community and Voluntary Sector	No individual in Hertfordshire experiences barriers to their participation and achievement on the grounds of ethnicity, gender or disability
3. Overcome obstacles to learning by those with specific care and childcare responsibilities, by <b>improving childcare training</b> and availability of high-quality places	40% of childcare workers qualified to level 2 - funding support available through LIF  Network of childcare Training Providers established working to local operational guidelines for the sector	EYDCP Training Plan and targets supported by LSC actions and continued partnership working between LSC and EYDCP  Opportunity for colleges to bid for childcare places to support students	EYDCP, Providers, Learning Partnership, Forums and Colleges	EYDCP has a target 70% of childcare workers qualified to level 2 is met  Increased College childcare places available
4. Support access to <b>inclusive and specialist learning opportunities</b> for disabled people and those with learning difficulties	Baseline data on individuals with learning difficulties awaited from LEA  53 learners receiving out of County provision	Determine need against availability  Develop in County provision where appropriate	Specialist Providers, Special Schools, Social Services, Health Authorities, Colleges, Employment Service, Employers	Provider and support network in place  Increased employment and independent living skills opportunities for individuals with learning difficulties  Greater number of accessible opportunities available



#### Case Study - Vince Kiernan

*"I regained a lot of confidence in myself and my abilities"*

Vince works as a warehouse operative at Tesco's and last year was offered the chance to learn new skills. *"As I was hoping to apply for a manager's job, I was eager to use any education that came my way,"* he says.

Vince has dyslexia and despite coping by writing 'pidgin English', has had his confidence knocked by being passed over for promotion in some previous jobs. He enrolled for a Basic Skills course to improve his reading and writing. His confidence has grown so much that, to mark his daughter's graduation from University a few months ago, he was able to write a tribute to her achievements. He has also started a Learn Direct course from home on basic computing and IT.

*"The Basic Skills course is giving me the chance I have been looking for and whatever happens in the future, I can say that I regained a lot of confidence in myself and my abilities."*

# > 5. Improving Quality and Evaluating Progress

## 5.1. Quality improvement

**5.1.1.** The LLSC is charged with increasing the effectiveness and efficiency of post-16 education and training in Hertfordshire by the effective delivery of the National LSC Remit.

**5.1.2.** This means that we need to take a strategic approach to supplier development and contract compliance, which focuses on:

- > Compliance **and** development
- > Quality **and** quantity
- > Strategy **and** responsiveness
- > Balance between supplier **and** purchaser needs.

**5.1.3.** We see our **needs** as a local Learning and Skills Council to include:

- > Increasing focus on learner needs and outcomes
- > Better use of data and Management Information (MI) to evaluate the quality and quantity of provision
- > More emphasis on equality of opportunity
- > Providers delivering higher quality
- > Greater ownership of the LSC remit (both internal and external)
- > More staff with the training / knowledge / experience to deliver LSC remit

- > Increased responsiveness to local needs (including employer needs).

Our proposed actions to ensure these requirements are met are set out as follows:

CHALLENGES FOR LLSC	POSSIBLE SOLUTIONS	POSSIBLE IMPLEMENTATION
5.1.3.1. Increase focus on participation, retention and achievement	<p>Establish pathways for progression by developing strategic alliances and operational networks of Schools, Colleges, WBL, ESF, ACL and WfD providers, and where appropriate CVS</p> <p>Ensure delivery of high-quality information advice and guidance by Careers Service and others and ensure that appropriate learner support is available through Connexions and others</p> <p>Increase use of Management Information as a planning, monitoring and evaluation tool</p>	<p>Develop local area networks involving other strategic players on relevant issues, for example Connexions, Careers Service, Business Link, Learning Partnership</p> <p>Provide careers advisers (and others who deal with learners) with in-depth information on local provision, economic assessment and frequently updated list of opportunities</p> <p>Set up forum whereby LSC staff / providers regularly provide presentations to careers advisers</p> <p>Provide careers staff with MI on provider performance</p> <p>Invite Careers Service and Connexions staff to feed into LLSC purchasing strategy</p> <p>Provide qualitative MI in addition to MI required for measuring spend v budget v profile</p> <p>Use MI from other sources such as Careers Service, LEA, Connexions and Business Link</p>
5.1.3.2. Ensure learners are in the centre of the frame, by evaluating learner needs and increasing learner satisfaction	<p>Increase involvement through the contract management process with learners</p> <p>Increase direct consultation with learners and work with Connexions to receive learner and potential learner feedback</p>	<p>Ensure providers gather and use quality MI and learner evaluation that feeds into quality improvement strategies</p> <p>Ensure that the provider Self-assessment Review is a "living" document that is frequently updated and implemented</p> <p>Evaluate learner experiences, and why disaffected are reluctant to enter learning</p>
5.1.3.3. Encourage strategic planning by WBL providers	<p>Ensure that LLSC strategy and provider strategies are aligned</p> <p>Increase impact of monitoring and evaluation providing greater support to Providers</p>	<p>Provider bids should clearly show how they complement the LSC's strategic aims</p> <p>Develop a clear understanding of how Providers' product fits with economic and strategic aims</p> <p>Contract Managers develop understanding of business planning (may require training)</p>

CHALLENGES FOR LLSC	POSSIBLE SOLUTIONS	POSSIBLE IMPLEMENTATION
<b>5.1.3.4.</b> Increase influence over strategic planning by Schools, Colleges, WBL providers and partners such as CSF, Connexions and Careers Service	Ensure collaborative delivery by aligning planning	Ensure all providers and partners are fully aware of LSC strategic plan and the need for plans to complement each other  Create closer networks where all parties are prepared to exchange their plans and supporting data
<b>5.1.3.5.</b> Develop a strategic vision and plan for post-16 education and training	Listen and understand local opinions and be seen to act upon them  Understand and act to meet diverse local needs across the County	Work closely with Sector Skills Councils at local or regional level to involve local Employers  Look outside our existing partnerships to increase our understanding of needs
<b>5.1.3.6.</b> Encourage shift from competition to collaboration	Develop a level playing field across all learning sectors in terms of accessibility, quality and funding	Develop planning and quality systems and processes by (especially) smaller suppliers  Encourage partnerships between different providers when awarding contracts
<b>5.1.3.7.</b> Ensure that local strategies "fit in" with other strategic plans and the economic strategy of the County	Be a lead strategic organisation by positively influencing other agencies and providers and gain their support	Establish clear internal and external targets and performance indicators to show partnership development
<b>5.1.3.8.</b> LLSC to understand local priorities	Work with Local Learning Forums to determine local learning and skills needs and agree priority actions, and develop processes for feeding these into Local Strategic Partnerships (LSPs)  Improve coherence in planning learning provision such as learning centres, Adult and Community Learning and ensuring positive learning outcomes for individuals	Develop the role of the Hertfordshire Learning Partnership and Local Learning Forums to provide the "voice of the learner" to Countywide bodies (including LSC, ES, Business Link, LEA, Connexions)
<b>5.1.3.9.</b> Increase attention on quality of learning to reduce number of "insufficient evidence" ratings in Provider Review  Increase number of satisfactory ratings to good, and good ratings to very good	Increase staff skills to recognise quality and reduce reliance on external inspections so that good practice can be shared and intervention, where necessary, is early  Move to a position (over time) on recontracting where we only work with Providers who can demonstrate that their proposal has been thoroughly researched and planned, and provision will be thoroughly evaluated  Develop quality / inspection expertise within the Provider base and encourage collaboration on quality issues	Provide suitable training for Contract Managers to allow them greater responsibility to leading on quality through the monitoring process  Contract Managers develop a more thorough understanding of their Providers by meeting a wider range of Provider staff, meeting and interviewing trainees and attending training / assessment sessions  Encourage Provider staff to become ALI Associate Inspectors

CHALLENGES FOR LLSC	POSSIBLE SOLUTIONS	POSSIBLE IMPLEMENTATION
<b>5.1.3.10.</b> Develop a contracting strategy to ensure that individual needs and those of the economy are met and ensure that provision is appropriate, relevant and accessible	<p>Develop high-quality Providers to grow their business and reduce number of contracts with Providers deemed to be less than satisfactory</p> <p>Develop "exemplar" providers, in order that quality is owned by the provider network and is self-policing</p> <p>Develop a Provider base that is quality led and not funding led</p> <p>Where appropriate, encourage providers to be multi-funded and all-age and/or specialist, delivering provision that is more accessible to learners and encourages their progression</p>	<p>Apportion some standards funding to "exemplar" Providers (who must meet strict LLSC criteria) to disseminate good practice and act as "beacon Providers" to those who are not meeting the grade</p> <p>Drive up the size of individual contracts through larger scale delivery</p> <p>Encourage high-quality Providers to deliver through more than one funding stream, for example WBL Providers could work with a range of adult clients over a range of funding streams and tailor courses to meet learners' needs</p>
<b>5.1.3.11.</b> Ensure timely submission of Self-assessment Reviews (SARs) by WBL providers	<p>Withhold payment from Providers who have not submitted SARs on time, or use breach of contract with absolute deadline for submission before contract is withdrawn</p> <p>Do not increase size of existing contract or enter negotiations / issue new contracts to providers who have SAR outstanding</p>	<p>Keep database or spreadsheet of providers showing when SAR is due and grades awarded within SAR</p> <p>Contact providers prior to submission deadline for SAR to remind them of the deadline and asking for response to confirm it will be received on time</p>
<b>5.1.3.12.</b> Increase use of SARs in developing WBL Providers	Use SAR more widely in monitoring, Provider review and contract allocations to ensure Provider is committed to and implementing continuous improvement	<p>Contract Managers to monitor that SAR Action Plans are being implemented within the timeframe</p> <p>SAR Development Plans inform Provider Review process</p>
<b>5.1.3.13.</b> Ensure the delivery of LSC statutory responsibility to promote equality of opportunity	Better information and understanding of potential learners and a more targeted approach to increasing participation	Work more closely with Community and Voluntary sector organisations in locations where they operate and with the sectors they support

**5.1.4.** Our Quality Improvement Plan is currently in an early draft state, and will develop these proposed actions over the coming months.

## 5.2. Health and Safety

**5.2.1.** The Learning and Skills Council Hertfordshire is committed to ensuring that our learners are placed in safe, healthy and supportive working environments that meet the specific needs of the learner, and that they are trained

in safe working practices, with the ultimate intention that they become the safe workers of the future. The concepts of the "safe learner" and the "safe workplace/environment" are central to our work with providers, who are required to ensure the health, safety and welfare of learners, and in raising standards of health, safety and welfare. In particular, providers are asked to ensure effective immediate and early induction, and ongoing development of skills for all learners, such that learners are able to demonstrate competencies that "ensure their own actions reduce risks to Health and Safety".

**5.2.2.** To achieve this commitment providers and sub-contractors are required to:

- Recognise and assess the risks posed by the provision, and
- Implement preventative and protective measures to control the risks.

To help providers meet these requirements, LSCs in the Eastern Region have produced a provider self-assessment tool, which has been issued to all providers contracted to LSC Hertfordshire. This tool helps providers to develop active systems that ensure risks to learners are identified and reduced to the lowest practicable level. A small team of qualified specialists work in partnership with providers and LSC staff to help them continue to achieve improvements in standards of Health and Safety by offering support, encouraging collaboration, networking and promoting good practice.

**5.2.3.** LSC requirements are included in all contracts with providers. Should a learner unfortunately be involved in an accident or dangerous occurrence whilst participating on a programme, Hertfordshire LSC will ensure that a thorough investigation is carried out, that the contributory factors to the incident are correctly identified and that preventative measures are put in place. We will send the relevant reports to National Office, and circulate the lessons learned to providers.

### 5.3. Learners with Learning Difficulties and / or Disabilities (LDD)

**5.3.1.** The LSC's commitment is for all individuals and groups of people to have equal access to appropriate learning provision regardless of their gender, ethnicity, age, disability or learning difficulty. Under the Learning and Skills Act 2000, the Council has a specific responsibility to help young people and adults with learning difficulties and/or disabilities. Clear and robust arrangements have been made to ensure that this disadvantaged group of

learners have access to suitable provision which meets their needs and, where appropriate, to the additional support they require to undertake it.

**5.3.2.** The Learning and Skills Council Hertfordshire has a designated senior officer with responsibility for ensuring there is adequate high-quality provision for learners with LDD. Hertfordshire has approximately 50 learners a year who require specialist support, including residential provision, which is often made out of County. The LSC has developed working relationships with the LEA and the Careers Service to ensure continuity of provision for learners. In addition, the LSC will work with partners and providers to:

- Ensure that all providers address the needs of learners with LDD in accordance with the requirements set out in the Common Inspection Framework and guidance on self-assessment and development plans
- Ensure that providers comply with specific guidance and legislation, such as the Disability Discrimination Act and (for FE) the Tomlinson Report "Inclusive Learning"
- Encourage collaboration between providers to share and promote good practice in relation to learners with LDD
- Ensure the provider base is capable of providing quality provision for learners with LDD
- Put in place effective procedures for monitoring and recording student progress and achievements
- Make arrangements for ensuring that sufficient and appropriate support is available for all learners with additional support needs.

### 5.4. Organisation and staffing

**5.4.1.** An initial organisation structure was developed in late 2000 in order to enable the transfer of staff from predecessor organisations, and to secure the successful launch of the LSC in Hertfordshire. This structure comprises three Directorates:

- Strategy and Communications, responsible for research, marketing, policy and planning aspects of the LSC's work
- Operations, responsible for the effective management of



contracts under all major budget headings, and

- Corporate Services, responsible for finance, audit, data management, ICT, premises and Human Resource issues.

**5.4.2.** During 2001, the LSC in Hertfordshire has successfully recruited new staff to build levels of knowledge and experience in specific areas, including school sixth forms, basic skills, finance and quality. A review of this structure was carried out in early 2002 to reflect new challenges to the organisation, in particular the impact of ESF co-financing.

**5.4.3.** A comprehensive learning and development plan will be developed for LSC Hertfordshire. This includes achievement of the Investors in People standard. The LSC made its commitment to achieving the standard in February 2002, and is seeking to achieve the standard by September 2003.

## 5.5. ICT Systems

ICT Systems will be part of National Systems, and based on strategies developed by National Office to support identified business requirements. LSC Hertfordshire will contribute to the development of ICT Systems by participation in user groups and by exploitation of the functionality of systems.

## 5.6. Financial audit and control systems

**5.6.1.** LSC Hertfordshire will operate financial audit and control systems in line with National Office guidance. Appropriately trained finance staff will operate local systems and work with National Office staff to assist in the continual improvement of systems and controls. Financial performance reports are produced monthly for review by budget holders, the Senior Management Group (SMG) and the Council. A risk management policy, supported by a local risk register, was issued in April 2002, and will be reviewed by the SMG.

**5.6.2.** A local Audit Committee has been established to maintain an overview of risk management and internal control matters. An annual internal Statement of Control will be produced based on evidence of performance against a schedule of controls. This will be ratified and reviewed by the Audit Committee. The work of the Provider Financial Assurance function and internal audit will support assurance on financial control.

## 5.7. Business planning

**5.7.1.** With an agreed three-year strategy in place, the annual business plan will be aligned to the activities and targets set out in this document, within the constraints of funding levels and methodologies. The LSC has set targets for the reduction of bureaucracy, which includes simplified funding systems in order to enable the business plan to support strategic goals.

**5.7.2.** The business plan, in the form of an "Annual Statement of Learning Needs", will include:

- Volume targets to be achieved in Hertfordshire
- Trends in provision required to address skill shortages and gaps
- Generic Skills to meet employability and key skills requirements
- New initiatives to meet identified needs
- Specifications to meet service delivery.

**5.7.3.** Responsibility for measuring progress against the business plan will rest with the Operations Sub-group of the Council. Members of the Senior Management Group will support them by provision of appropriate performance data, including outcomes from the Provider Performance Review process, inspection reports from the ALI and OFSTED, learner satisfaction measures, and particular service / initiative performance measures.

## 5.8. Evaluating the Strategic Plan

**5.8.1.** The main responsibility for evaluating this Strategic Plan rests with the Strategy and Communications Sub-group of the Council, who will consider progress against the Strategic Plan as a standing item at all meetings. The Senior Management Group will review strategic issues on a four-weekly cycle.

**5.8.2.** The five Key Objectives, and actions relating to equality of opportunity, as set out in Chapter 4, have collectively identified specific outcomes over the life of this plan. For each of these, we will need to establish baseline data and put in place tracking systems to enable robust evaluation. Results from measuring progress towards three-year outcomes will provide valuable information which will feed back into the strategic planning process and help focus future activities.

**5.8.3.** Taken together, the actions in Chapter 4 are designed to secure achievement of the targets set in Chapter 3, and to address the challenges identified in Chapter 2. Evaluation of the strategy will be a holistic activity, ensuring there is alignment between meeting the challenges, hitting the targets and carrying out the actions. This will help LSC Hertfordshire become more focused and specific in its activities over time. It will also provide appropriate measures for adjusting funding priorities annually to achieve specific outcomes.





### Case Study - Anita Gray

*"A qualification is something that you carry with you throughout your life"*

Anita Gray, 20, stayed on in school to complete her A Levels. She then got a job as a Modern Apprentice Engineer at Matra Marconi, where she achieved both her National Vocational Qualification Level 2 and a National Certificate in Engineering Manufacture. She is continuing her apprenticeship with GlaxoSmithKline and hopes to become a Systems Engineer, which she says, *"would allow me to keep my engineering career varied and interesting."*

Anita is now working towards NVQ Level 3 in Engineering Maintenance and a Higher National Certificate in Engineering Mechatronics. She has also undertaken various short training courses including improving computing skills and how to handle heavy machinery.

*"I think that it is a good idea to get as many qualifications as you can. Sometimes it can be difficult, but a qualification is something that you carry with you throughout your life and helps you to get promoted, earn more money and make the best of your career and life."*

# > Annex One

## The Post-16 Learning Infrastructure in Hertfordshire

### 1. LEA Maintained Schools

Post-16 provision to be contracted through LSC from April 2002

#### KEY

**CY - Community School** maintained by the Local Education Authority (LEA). The LEA is the admissions authority - it has main responsibility for deciding arrangements for admitting pupils.

**T - Technology College Status**

**L - Language College Status**

**FD - Foundation School** maintained by the LEA. Some may have a foundation (generally religious) which appoints some - but not most - of the governing body. The governing body is the admissions authority.

**VA - Voluntary Aided School** maintained by the LEA, with a foundation (generally religious) which appoints most of the governing body. The governing body is usually responsible for the school's admissions policy.

**VC - Voluntary Controlled School** maintained by the LEA, with a foundation (generally religious) which appoints some - but not most - of the governing body. The LEA is usually responsible for the school's admissions policy.

## 1. LEA Maintained Schools

Post -16 provision to be contracted through LSC from April 2002

SCHOOL	16 -18 YEAR OLD STUDENTS ON ROLL	TYPE	A / AS / AGNVQ AV. POINTS SCORE PER STUDENT (2001)	A / AS / AGNVQ AV. POINTS SCORE PER ENTRY (2001)
Adeyfield School	56	CY Comp Mixed	7.6	3.0
Ashlyns School	174	FD Comp Mixed	19.5	5.5
The Astley Cooper School	93	CY Comp Mixed	15.8	4.6
Barclay School	152	CY Comp Mixed	14.0	5.0
Barnwell School	92	CY Comp Mixed	11.6	4.8
Beaumont School	250	CY Comp Mixed	19.6	6.6
Birchwood High School	95	CY Comp Mixed / T	11.0	4.0
Bishop's Hatfield Girls' School	105	CY Comp Girls'	16.7	5.9
The Bishop's Stortford High School	339	FD Comp Boys'	18.0	5.5
The Broxbourne School	280	CY Comp Mixed	22.2	5.9
Bushey Hall School	86	FD Comp Mixed	10.8	4.4
Bushey Meads School	221	FD Comp Mixed	14.5	5.4
The Cavendish School	179	CY Comp Mixed	16.6	5.8
Chancellor's School	147	FD Comp Mixed	12.7	4.5
The Chauncy School	67	CY Comp Mixed	11.1	4.2
Cheshunt School	47	FD Comp Mixed	6.8	2.9
Collenswood School	111	CY Comp Mixed	9.2	3.6
Dame Alice Owen School	351	VA Comp Mixed / L	22.4	7.1
Fearnhill School	140	CY Comp Mixed	15.1	5.4
Francis Bacon School	81	FD Comp Mixed	16.9	4.4
Francis Combe School and Community College	94	CY Comp Mixed	7.3	3.4
Freman College	192	CY Comp Mixed	18.5	5.2
Goffs School	232	FD Comp Mixed / L	18.6	5.0
The Heathcote School	76	CY Comp Mixed	8.6	3.8
The Hemel Hempstead School	192	CY Comp Mixed	19.5	5.2
The Hertfordshire and Essex High School	209	FD Comp Girls'	16.5	5.2
Hertswood School (New school from start of 1999 / 2000 academic year)	132	CY Comp Mixed	10.3	4.0

**1. LEA Maintained Schools, *continued***

Post -16 provision to be contracted through LSC from April 2002

SCHOOL	16 - 18 YEAR OLD STUDENTS ON ROLL	TYPE	A / AS / AGNVQ AV. POINTS SCORE PER STUDENT (2001)	A / AS / AGNVQ AV. POINTS SCORE PER ENTRY (2001)
The Highfield School	154	CY Comp Mixed	14.7	5.0
Hitchin Boys' School	160	CY Comp Boys'	16.5	5.5
Hitchin Girls' School	224	CY Comp Girls'	18.8	6.3
John F Kennedy Roman Catholic School	175	VA Comp Mixed / T	15.4	5.3
The John Henry Newman Roman Catholic School	191	VA Comp Mixed	17.5	6.5
The John Warner School	92	FD Comp Mixed	9.5	3.9
Kings Langley School	108	CY Comp Mixed	16.1	5.1
The Knights Templar School	221	CY Comp Mixed	17.7	5.9
The Leventhorpe School	241	FD Comp Mixed	18.2	6.2
Longdean School	171	CY Comp Mixed	17.0	6.0
Loreto RC Girls' School	132	VA Comp Girls'	22.8	5.8
Marlborough School	86	FD Comp Mixed	14.5	4.3
Marriotts School	73	CY Comp Mixed	7.5	2.4
Meridian School	174	CY Comp Mixed	11.3	4.0
Monks Walk School	187	CY Comp Mixed	18.3	5.1
Mount Grace School	103	FD Comp Mixed	9.5	3.9
Nicholas Breakspear Roman Catholic School	146	VA Comp Mixed	13.1	4.4
The Nobel School	193	CY Comp Mixed	19.0	5.1
Norton School	20	CY Comp Mixed	9.8	2.9
Onslow St Audrey's School	18	CY Comp Mixed	10.8	3.7
Parmiter's School	262	VA Comp Mixed / T	18.0	5.9
Presdales School	204	CY Comp Girls' / L	17.6	6.1
The Priory School	101	CY Comp Mixed	21.1	5.5
Queens' School	239	FD Comp Mixed	14.0	5.3
Richard Hale School	166	CY Comp Boys'	18.3	7.9
Rickmansworth School	248	FD Comp Mixed	16.6	5.9
Roundwood Park School	216	CY Comp Mixed	28.0	7.2
St Albans Girls' School	244	CY Comp Girls'	19.0	6.5

SCHOOL	16 - 18 YEAR OLD STUDENTS ON ROLL	TYPE	A / AS / AGNVQ AV. POINTS SCORE PER STUDENT (2001)	A / AS / AGNVQ AV. POINTS SCORE PER ENTRY (2001)
St Clement Danes School	208	VA Comp Mixed / L	16.4	5.6
St George's School	260	VA Comp Mixed	20.7	6.3
Saint Joan of Arc Roman Catholic School	161	VA Comp Mixed	19.1	6.1
Saint Mary's Catholic School	253	VA Comp Mixed	16.4	4.9
St Mary's High School (VA)	119	VA Comp Mixed	11.6	3.8
Saint Michael Roman Catholic School	125	VA Comp Mixed	15.2	4.6
Sandringham School	246	CY Comp Mixed	19.2	5.8
The Sele School	43	CY Comp Mixed	9.6	4.2
Sheredes School	96	CY Comp Mixed	12.7	4.6
Simon Balle School	200	CY Comp Mixed	18.2	4.8
Sir Frederic Osborn School	87	CY Comp Mixed	12.4	3.7
Sir John Lawes School	202	CY Comp Mixed	18.4	5.6
Stanborough School	202	CY Comp Mixed	20.5	6.2
The Thomas Alleyne School	111	CY Comp Mixed	13.4	4.4
Townsend C of E School	112	VA Comp Mixed	16.9	5.7
Tring School	268	VC Comp Mixed	16.8	6.0
Turnford School	102	CY Comp Mixed	10.3	3.8
Verulam School	204	CY Comp Boys'	16.5	5.7
Watford Grammar School for Boys	317	VA Comp Boys'	23.6	7.6
Watford Grammar School for Girls	318	VA Comp Girls'	23.5	7.7
Westfield Community School	101	CY Comp Mixed	7.0	2.5

**TOTALS: 76 SCHOOLS AND 12,477 STUDENTS**

Source: LEA September 2001 Pupil Count / DfES Performance Tables

## 2. Special Schools with post-16 provision

Post-16 provision to be contracted through LSC from April 2002

SCHOOL	16 - 18 YEAR OLD STUDENTS ON ROLL	TYPE
Amwell View School	20	Severe Learning Difficulties
Breakspeare School	12	Severe Learning Difficulties
Greenside School	14	Severe Learning Difficulties
Heathlands School	0	-
Knightsfield School	4	Hearing Impairment
Lakeside School	9	Severe Learning Difficulties
Lonsdale School	6	Physical Impairment
Watling View School	15	Severe Learning Difficulties
Woodfield School	18	Severe Learning Difficulties

**TOTAL: 9 SCHOOLS AND 98 STUDENTS**

Source: HCC: Children, Schools & Families

## 3. Independent Schools

Not contracted through LSC

SCHOOL	16 - 18 YEAR OLD STUDENTS ON ROLL	TYPE
Aldenham School	127	Selective Boys'
The Arts Educational School	70	Selective Mixed
Berkhamsted Collegiate School	281	Selective Mixed
Bishop's Stortford College	200	Selective Mixed
Egerton-Rothsay School	5	Non-selective Mixed
Haberdashers' Aske's School for Boys	310	Selective Boys'
Haberdashers' Aske's School for Girls	217	Selective Girls'
Haileybury and Imperial Service College	245	Selective Mixed
Immanuel College	48	Selective Mixed
The Princess Helena College	20	Selective Girls'
Purcell School	57	Selective Mixed



**3. Independent Schools, *continued***

Not contracted through LSC

SCHOOL	16 - 18 YEAR OLD STUDENTS ON ROLL	TYPE
Queenswood School	96	Selective Girls'
Royal Masonic School for Girls	153	Selective Girls'
Rudolf Steiner School	16	Non-selective Mixed
St Albans High School for Girls	173	Selective Girls'
St Albans School	240	Selective Boys'
St Christopher School	89	Non-selective Mixed
St Columba's College	115	Selective Boys'
St Edmund's College	118	Selective Mixed
St Francis College	40	Selective Girls'
St Margaret's School	74	Selective Girls'
Sherrardswood School	14	Selective Mixed
Stanborough Secondary School	0	Non-selective Mixed

**TOTALS: 23 SCHOOLS AND 2,708 STUDENTS**

Source: DfES

**4. Colleges**

Contract value in 2001/2002 - £54.4m (including UH)

COLLEGE	LSC FUNDED FULL-TIME	LSC FUNDED PART-TIME (ADULTS)	NUMBER OF 17 YEAR OLDS ENTERED FOR A / AS / AGNVQ (2001)	AVERAGE POINTS PER 17 YEAR OLD STUDENT	AVERAGE POINTS SCORE PER 17 YEAR OLD ENTRY
Hertford Regional College	2,590	7,715	267	9.3	4.2
North Hertfordshire College	1,870	8,394	155	11.6	5.2
Oaklands College	2,652	10,490	412	10.1	4.0
West Herts College	3,136	6,782	470	10.9	4.2
<b>TOTAL</b>	<b>10,248</b>	<b>33,381</b>	<b>1,304</b>	<b>N/A</b>	<b>N/A</b>

Source: DfES

## 5. Work-based Learning

Contract value in 2001/2002 - £8.3m

PROVIDER	16-18 YEAR OLDS IN LEARNING	TOTAL IN LEARNING
Anderson Stockley Accredited Training	7	28
Barnfield Training Services	1	1
BTAS Barnet College	0	0
College of North West London	13	15
Constant Browning and Edmonds Ltd	45	152
Construction Industry Training Board	105	125
Education and Youth Services Ltd	98	99
Endaim Ltd	8	14
First Rung Ltd	2	2
General Physics (UK) Ltd	14	26
Global Training UK Ltd	1	9
Harlow College Training Ltd	62	102
Hertford Regional College	385	510
Hertfordshire Fire and Rescue	2	23
Hospitality Plus Plc	72	195
Hotel and Catering Training Company Ltd	44	117
Innterskill Ltd	26	66
JHP Training	90	240
Jigsaw Day Nurseries Ltd	88	134
KEITS	64	118
Lex Harvey Ltd	44	44
Margaret Bardsley Training	1	5
Microtech Computer Services Ltd	2	4
North Hertfordshire College	136	167
NVQUK.COM Ltd	16	126
Oaklands College	303	416
Professional Nursing Services	2	13
Qube Ltd	2	13

PROVIDER	16-18 YEAR OLDS IN LEARNING	TOTAL IN LEARNING
Ridgemoond Training	93	118
Skillnet (previously West London Garages)	55	138
Sound Base Studio Trust	17	17
Spring Skills	127	234
Sunnyside Training Ltd	9	14
Touchstone Training	56	137
Training Network Southern Ltd	7	12
Triangle North Ltd	2	19
UK Training and Development Ltd	131	192
University of Hertfordshire Ass Centre	3	36
Watford and District YMCA	22	22
West Anglia Training Association	12	14
West Herts College	248	334
Working Herts Ltd	5	5
YMCA Training	69	112
<b>TOTALS: 43 Providers</b>	<b>2,489</b>	<b>4,168</b>

This is the total amount of people that have been in training during the 2001-2002 contract year as at the end of August 2001

## 6. Other provision funded by the Learning and Skills Council Hertfordshire

### 6.1. Adult and Community Learning (ACL)

Contract value in 2001/2002 - £2.5m

ACL provision supports learning for a large number of individuals, most of whom make a substantial contribution to the costs by paying fees. Courses are part-time and cover a wide range of subjects, many of which are outside mainstream education and do not lead to formal qualifications. The LSC funds the Local Education Authority to contract for the delivery of ACL - in Hertfordshire, this is mostly through the Further Education colleges.

### 6.2. Workforce Development

Contract value in 2001/2002 - £1.1m

Workforce Development funding aims to increase the knowledge, skills and abilities of those in work. It seeks to help relate learning to employers' needs and the needs of the economy, and to increase employer investment in learning. Workforce Development includes Investors in People and a range of employer services. In Hertfordshire, it is contracted entirely through Business Link for a three-year period, subject to satisfactory performance.

### 6.3. Education Business Links (EBL)

#### Contract value in 2001/2002 - £0.6m

EBL covers a range of activities in primary, secondary and tertiary education. These are designed to stimulate interest in enterprise and the world of work, and help employers and employees gain an insight into current educational practice. In Hertfordshire, provision is contracted through, and co-ordinated by, the EBL consortium, which reports to Hertfordshire Careers Services Ltd.

### 6.4. Information, Advice and Guidance (IAG)

#### Contract value in 2001/2002 - £0.5m

The LSC is responsible for securing provision of local IAG for adults on learning and work issues. It aims to improve access, participation and outcomes for adults (aged 20 and above) and to ensure providers have appropriate information, advice and guidance at the heart of their plans when they work with learners. IAG is contracted through Hertfordshire Careers Services Ltd to the Countywide IAG network.

### 6.5. Local Initiative Fund (LIF)

#### Contract value in 2001/2002 - £1.3m

LIF is a highly flexible source of funds intended to support delivery of the LSC's wider objectives which may not be eligible for direct support by programme expenditure. This was contracted for over 30 separate projects through a prospectus issued in May 2001. A further element of LIF, worth £0.7m to April 2003, has been allocated to Hertfordshire LSC specifically to target improvement on attainment at level 2 at age 19.

### 6.6. European Social Funding (ESF)

#### Contract value in 2001/2002 - £0.6m

The New Chances 3 programme supports 14 small projects dealing with young people from 14 years of age who are disengaged from learning, or in danger of becoming disengaged. Hertfordshire LSC also administers the Single Regeneration Budget Youth Life Chances programme, worth £130,000 in 2001/2002.

In addition, Hertfordshire LSC has successfully applied to become a co-financing organisation for ESF Objective 3. This will provide an additional £2.9m over the calendar years 2002 and 2003 to deliver training and learning that supports our strategic aims. A prospectus for the initial element of this funding was issued in late 2001.

### 6.7. Learndirect

#### Contract value in 2001/2002 - £0.8m

Learndirect offers individuals a new way of learning on-line at a time, place and pace that is right for them. It operates through a local University for Industry hub with a range of learning places across the County and receives funding from a range of sources (including fees). Learndirect funding from Hertfordshire LSC is currently contracted through Hertford Regional College, but will be contracted directly to the hub organisation when it is fully operational.





### Case Study - LIF Management Training Courses

*"This project has been a great success"*

Companies from across Hertfordshire benefited from management development training at less than 10% of its usual cost, following funding from the Learning and Skills Council's LIF fund.

In all, 70 employees from 34 companies benefited from the nationally recognised course, which led to the NEBS Management Introductory Award at Certificate Level. It was offered to companies with fewer than 250 employees and was designed for managers with no formal training, or new to management roles.

Rosie Evans, Manager of local provider, The Training Bank, who ran the course said:

*"This project has been a great success. To date we have had a 100% pass rate and 40% of students have achieved distinction. If funding had not been available, most of these candidates wouldn't have had the opportunity to undergo management development training and achieve a nationally recognised qualification. The course has been a very motivating experience for all candidates."*

# > Annex Two

## Summary of Equal Opportunity and Diversity Strategy

### Remit



The Learning and Skills Council has ambitious objectives to make learning more inclusive, to widen participation, stamp out unlawful discrimination and promote equality of opportunity for all learners. It aims to tackle social and economic disadvantage by removing barriers to post-16 education and training.

Our strategy sets out the LSC's social inclusion and equal opportunities priorities in tackling under-representation, non-participation and underachievement. We have consulted widely on this strategy, including with groups representing ethnic, gender, disability and age diversity interests, through a combination of consultation events at five venues across the County during November / December 2001, and a questionnaire response.

The National LSC proposes four main strategic objectives in the document "Equality in Practice - Mainstreaming Equal Opportunities". These are:

- > To embed equality of opportunity into all our policies, programmes and actions
- > To develop the local Learning and Skills Council as a champion of equality

- > To develop the local Learning and Skills Council as an equal opportunities employer / organisation
- > To report to the national Learning and Skills Council on progress towards equality of opportunity.

### Challenges

One of the key challenges we face is developing data that is consistent, reliable and statistically valid. The following national data illustrate some of the challenges we face:

- > **Ethnicity:** African-Caribbean boys are half as likely to achieve five high-grade GCSEs as the national average
- > **Gender:** In Modern Apprenticeships there is a clear polarisation in 7 of the 10 largest sectors. Women dominate in hairdressing, childcare, health & social care and business administration, whilst men dominate in engineering, construction and motor vehicle trades
- > **Disability:** Disabled people are twice as likely to have no qualifications as non-disabled people
- > **Age:** People over 50 represent 30% of people of working age, but only 20% of those actually in work, and under 10% of adults in training.

## Ambitions and actions

We have set out our aims and objectives for the four groups identified above, for other groups identified as facing disadvantages in the learning and skills market, and for promoting the benefits of equal opportunities and diversity to employers. These are our objectives:

### Ethnicity

- > To gain a better understanding of barriers to entry and achievement among minority ethnic communities
- > To increase participation of black and minority ethnic people in learning
- > To improve retention and achievement of people from black and minority ethnic backgrounds

### Gender

- > To encourage more young women to enter Advanced Modern Apprenticeship programmes
- > To increase the number of young people achieving Basic Skills and Key Skills qualifications, particularly young men
- > To address gender stereotyping in occupational areas with particular regard to Modern Apprenticeships
- > To address low levels of retention and achievement by young men

### Disability

- > To improve access to learning opportunities for disabled people
- > To increase participation of disabled people in learning
- > To improve retention and achievement of disabled people in learning
- > To ensure progression through education and learning for people with learning difficulties and disabilities

### Age

- > To encourage older people, particularly men over 50, to participate in learning
- > To improve the rates of participation and achievement in learning for groups disadvantaged by age

### Other disadvantaged groups

- > To encourage more lone parents to participate in learning
- > To encourage young offenders to participate in learning
- > To encourage people with low levels of literacy and / or numeracy to develop their skills
- > To facilitate access and improve retention on Life Skills provision
- > To improve the quality of Life Skills provision
- > To raise the educational attainment of young people leaving care

### Promoting the Business Case

- > To encourage non-discriminatory practices in work placement, recruitment, selection and employment
- > To encourage employers to provide training and development opportunities to their entire workforce, particularly to those working part-time
- > To support people from disadvantaged groups who wish to explore the option of self-employment
- > To encourage the provision of more affordable childcare places

## Working in partnership

We shall work with community partners to create a shared agenda focusing on:

- > Shared strategies around the needs of deprived areas and communities
- > Consultation and partnership development to meet community needs
- > Participation in equality networks and initiatives to promote equality in learning and employment
- > Encouraging more minority and specialist providers to deliver learning and skills provision
- > Developing and releasing the capacity of people and organisations in deprived neighbourhoods for asset building, community enterprise, neighbourhood management training for community leaders and local learning centre development

- > Family learning and community self-help initiatives
- > Delivery of Basic Skills and employability training for economically inactive people and those on benefits.

## Developing our capacity

The LSC will set up a group to advise on the development of the strategy and action plans, and will play a leading role in strategic partnerships with other key agencies (including Local Authorities, Connexions, Careers Services, ES and EEDA), to address cross-agency equality issues of common concern.

The LSC is committed to the mainstreaming of equal opportunities in learning and skills development. Specifically, the LSC has committed itself to the development and implementation of result-orientated goals, procedures and processes to achieve equality through the entire spectrum of its operations.

Hertfordshire LSC reaffirms the National LSC's policy and concern for the elimination of bias due to differences of race, gender, disability or age. As one of the major influencers in the County of Hertfordshire, the LSC recognises and accepts its responsibility to continue demonstrating creative leadership in the area of equality of opportunity.





### Case Study - Ranjana Singh

*"Training's given me a basis on which to build"*

Having spent her life in India, Ranjana spoke only Gujarati. She was taught English at school, but admits that her conversational English wasn't very good. After having two children, Ranjana returned to work and felt that she had more time available to improve her skills. She decided to enrol on an IT course. In support of her studies, Ranjana also took an English course to improve her grasp of the language.

*"At school in India, I lost my confidence and didn't feel able to ask for help. I've now got more confidence than before and I've enjoyed meeting the others in my group. I find the group discussions stimulating and very worthwhile."*

*"Although I'm not sure how I want to use the training, it's given me a basis on which to build, if I want to carry on in the future," says Ranjana.*

# > Annex Three

## Learning and Skills Council Hertfordshire Council Members and Sub-group Membership

### KEY

- S&C** - Strategy and Communications Sub-group
- Ops** - Operations Sub-group
- AC** - Audit Committee
- EO** - Equal Opportunities Sub-group

The full Council, and each of the four sub-groups, meets bi-monthly.



**Dr. Diane Bailey**  
Formerly Deputy Regional Director,  
Open University  
(Chair, EO, Ops)



**Jane Creasy**  
Headteacher,  
Sir John Lawes School, Harpenden  
(Ops)



**Roy Bain**  
Chief Executive,  
Hertfordshire LSC  
(All Sub-groups)



**Liz Cristofoli**  
Formerly Principal,  
Oaklands College  
(Ops)



**Professor Neil Buxton**  
Vice Chancellor,  
University of Hertfordshire  
(S&C)



**Raghu Das**  
Operations Director,  
Hayter Ltd  
(S&C)

**Keith Emsall**

County Councillor,  
Letchworth South  
(AC)

**Ray Shostak**

Director of Education,  
Hertfordshire County Council  
(S&C)

**Jacqueline Mealing**

Chief Executive, Magis (UK) Ltd;  
Regional Adviser,  
Engineering Employers Federation  
(Chair, Ops)

**Stelio Stefanou**

Chief Executive,  
Accord plc;  
Chair,  
Hertfordshire LSC

**Bill Ogley**

Chief Executive,  
Hertfordshire County Council  
(AC)

**Jim Telford**

Branch Manager,  
Graphical, Media and Paper Union  
(GMPU)  
(S&C, EO)

**Neville Rayner CBE**

Managing Director,  
Papworth Electronics Ltd;  
Chair, Business Link Hertfordshire  
(Chair, AC)

**Gail Tolley**

Headteacher, Stanborough School, WGC;  
Chair, Hertfordshire Association of  
Secondary School Headteachers (HASSH)  
(AC)

**Peter Robinson**

Management Consultant;  
Formerly HR Director,  
British Gas  
(Chair, S&C)

**Peter Wong-Morrow**

Chairman and Chief Executive,  
International Private Healthcare Ltd  
(EO)

## Observers

**Jean Beswarwick**

Director,  
Community Development Agency  
for Hertfordshire

**Theresa Chammings**

District Manager,  
Employment Service

**Andrew Simmons**

Chief Executive,  
Hertfordshire Connexions Service

**Mervyn Stokes**

Government Office for the  
East of England

# > Annex Four

## Glossary of Terms

	<b>ACL</b> - Adult and Community Learning	<b>HE</b> - Higher Education
	<b>ALI</b> - Adult Learning Inspectorate	<b>HEFCE</b> - Higher Education Funding Council for England
	<b>AMA</b> - Advanced Modern Apprenticeship	<b>HPF</b> - Hertfordshire Prosperity Forum
	<b>BSL</b> - Business Strategies Limited	<b>IAG</b> - Information, Advice and Guidance
	<b>CSF</b> - Children Schools and Families (Department of HCC, and the LEA for Hertfordshire)	<b>IIP</b> - Investors in People
	<b>CoVE</b> - Centre of Vocational Excellence	<b>JC+</b> - Jobcentre Plus
	<b>CVS</b> - Community and Voluntary Sector	<b>LAD</b> - Local Authority District
	<b>DfES</b> - Department for Education and Skills	<b>LDD</b> - Learning Difficulties and / or Disabilities
	<b>EBL</b> - Education Business Links	<b>LEA</b> - Local Education Authority
	<b>EBLO</b> - Education Business Links Organisation	<b>LIF</b> - Local Initiative Fund
	<b>EEDA</b> - East of England Development Agency	<b>LSC</b> - Learning and Skills Council
	<b>ES</b> - Employment Service	<b>LSDA</b> - Learning and Skills Development Agency
	<b>ESF</b> - European Social Fund	<b>LSP</b> - Local Strategic Partnership
	<b>EYDCP</b> - Early Years Development and Childcare Partnership	<b>MA</b> - Modern Apprenticeship
	<b>FE</b> - Further Education	<b>NIACE</b> - National Organisation for Adult Continuing Education
	<b>FMA</b> - Foundation Modern Apprenticeship	<b>NTO</b> - National Training Organisation
	<b>FRESA</b> - Framework for Regional Employment and Skills Action	<b>NVQ</b> - National Vocational Qualification
	<b>GCSE</b> - General Certificate of Secondary Education	<b>OFSTED</b> - Office for Standards in Education
	<b>GNVQ</b> - General National Vocational Qualification	<b>RDA</b> - Regional Development Agency
	<b>GVA</b> - Gross Value Added	<b>SAR</b> - Self-assessment Review
	<b>HCC</b> - Hertfordshire County Council	<b>SBS</b> - Small Business Service
	<b>HCCI</b> - Hertfordshire Chamber of Commerce and Industry	<b>SSC</b> - Sector Skills Council
	<b>HCS</b> - Hertfordshire Careers Services Ltd	<b>TUC</b> - Trade Unions Congress
		<b>WBL</b> - Work-based Learning
		<b>WFD</b> - Workforce Development



### Case Study - Chris Lee

*"On results day, I was so happy. I wanted to tell my old school teachers how much I had achieved"*

Chris Lee had a frustrating and sometimes lonely school life due to dyslexia and left at age 16 with no qualifications. Following the death of her husband, she decided to enrol at college. She began with a "Return to Learn" course involving English, Maths, IT and General Studies. This was the start of many and she soon began GCSE's in Mathematics and English for which she obtained two B grades.

*"On results day, I was so happy. I wanted to tell my old school teachers how much I had achieved."* Chris has since not only gained a counselling qualification but now has her Certificate in Teaching Basic Skills and works 2 days per week as a Support Assistant. She also teaches numeracy voluntarily. *"The training gave me all the grounding I needed to move on. I have so much more confidence now. I tell people, 'Unless you have the bricks at the bottom of the wall, you can't build up'."*

# > Annex Five

## Consultation Process and Key Messages



The Hertfordshire LSC's Strategic Plan Draft for Consultation was published in October 2001 and sent to around 600 stakeholders, mostly within Hertfordshire. The consultation allowed two opportunities to comment. This could either be by written response to a questionnaire included in the document by the deadline of 1st February 2002, or by attendance at a major consultation event held at the Fielder Centre, Hatfield on 15th January 2002.

In addition, one-to-one consultation meetings between identified "key" stakeholders and senior officers of the Hertfordshire LSC were conducted with representatives of the following organisations:

- > The East of England Development Agency (EEDA)
- > CBI Eastern Region
- > University for Industry (Ufi)
- > Government Office for the Eastern Region (GO East)
- > TUC Eastern Region
- > OFSTED
- > Business Link Hertfordshire
- > Hertfordshire Children Schools and Families (CSF)
- > Hertfordshire Chamber of Commerce and Industry (HCCI)
- > Hertfordshire Learning Partnership (HLP)
- > Hertfordshire Prosperity Forum (HPF)
- > University of Hertfordshire
- > Hertford Regional College

- > North Hertfordshire College
- > Oaklands College
- > West Herts College
- > Hertfordshire Careers Services Ltd (HCS)
- > Hertfordshire Connexions Service
- > Employment Service
- > Institute of Directors (IOD) Hertfordshire branch
- > Hertfordshire Community Development Agency (CDA)
- > Hertfordshire Association of Secondary School Headteachers (HASSH)

### Key messages

Key messages from the consultation process are contained in the document "Responses to the Consultation". Responses have been used extensively to inform and develop the content of this strategic plan from the consultation draft that was issued in October 2001.

## Your Notes

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